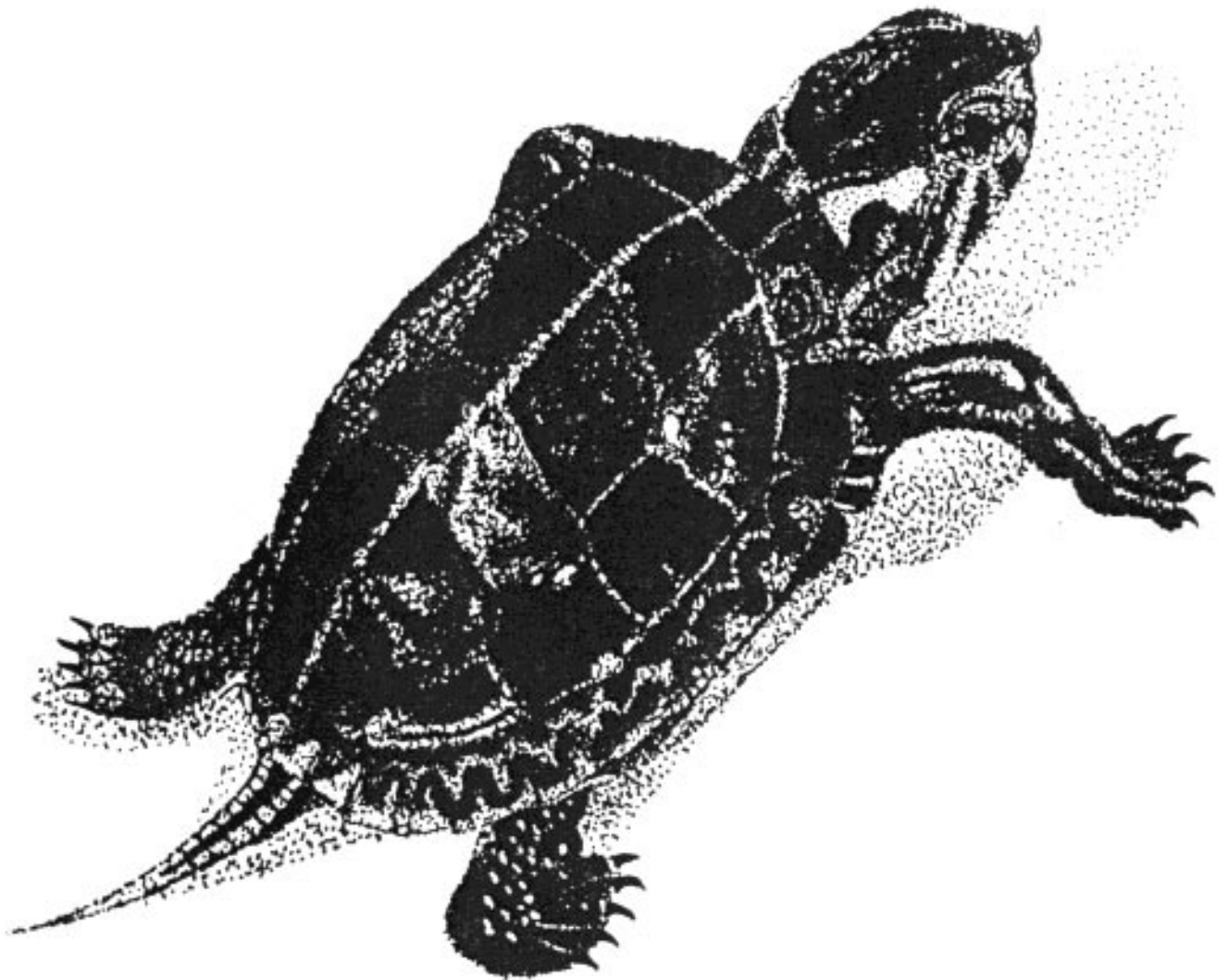


TEXAS REGISTER

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9th Grade

Grand Prairie High School

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ATTORNEY GENERAL

Open Records Decision.....7541
Requests for Opinion.....7541

PROPOSED RULES

Texas Department of Insurance

Agent’s Licensing
28 TAC §19.201.....7543
28 TAC §19.1901.....7544

WITHDRAWN RULES

Office of the Secretary of State

Elections
1 TAC §81.60.....7547

ADOPTED RULES

Texas Education Agency

Texas Essential Knowledge and Skills for English Lan-
guage Arts and Reading
19 TAC §§110.1-110.7.....7555
19 TAC §§110.21-110.26.....7575
19 TAC §§110.41-110.66.....7591
19 TAC §§110.81-110.88.....7623
Texas Essential Knowledge and Skills for Mathematics
19 TAC §§111.11-111.17.....7630
19 TAC §§111.21-111.24.....7639
19 TAC §111.35, §111.36.....7644
19 TAC §§111.51-111.60.....7646
Texas Essential Knowledge and Skills for Science
19 TAC §§112.1-112.7.....7658
19 TAC §§112.21-112.24.....7666
19 TAC §§112.41-112.49.....7671
19 TAC §§112.61-112.71.....7683
Texas Essential Knowledge and Skills for Social Stud-
ies
19 TAC §§113.1-113.7.....7697
19 TAC §§113.21-113.24.....7711
19 TAC §§113.31-113.39.....7721
19 TAC §§113.51-113.68.....7739
Texas Essential Knowledge and Skills for Health Edu-
cation
19 TAC §§115.1-115.7.....7740
19 TAC §§115.21-115.23.....7751
19 TAC §§115.31-115.33.....7755

Texas Essential Knowledge and Skills for Physical Ed-
ucation
19 TAC §§116.1-116.7.....7759
19 TAC §§116.21-116.24.....7763
19 TAC §§116.51-116.56.....7766

Texas Essential Knowledge and Skills for Economics
with Emphasis on the Free Enterprise System and Its Benefits
19 TAC §118.1, §118.2.....7770
19 TAC §§118.11-118.17.....7772

Texas Essential Knowledge and Skills for Spanish Lan-
guage Arts and English as a Second Language
19 TAC §§128.1-128.7.....7781
19 TAC §§128.21-128.26.....7819
19 TAC §§128.41-128.66.....7844

Texas Parks and Wildlife Department

Fisheries
31 TAC §§57.271-57.284.....7895
Wildlife
31 TAC §§65.309-65.315, 65.319, 65.321.....7896
31 TAC §§65.311-65.314, 65.319, 65.320.....7898
31 TAC §§65.353-65.359, 65.362, 65.363.....7898
31 TAC §§65.352-65.359, 65.362-65.365.....7899

Resource Protection
31 TAC §§69.301-69.311.....7901
31 TAC §§69.401-69.408.....7903

Texas Commission on Fire Protection

Firefighter Safety
37 TAC §435.3.....7904
Minimum Standards for Hazardous Materials Techni-
cian
37 TAC §§453.1, 453.3, 453.5.....7904

Texas Department of Human Services

Certification of Long Term Care Facilities
40 TAC §96.6.....7905

Texas Commission for the Deaf and Hard of Hearing

General Rules of Practice and Procedure
40 TAC §181.3.....7906
40 TAC §181.26.....7907
40 TAC §181.27.....7908
40 TAC §181.830.....7909

Board for Evaluation of Interpreters and Interpreter Certification

40 TAC §183.501.....7909
40 TAC §183.511.....7909

Texas Workforce Commission

Child Care and Development

40 TAC §§809.1-809.20, 809.22-809.39, 809.41-809.53, 809.55, 809.57, 809.58, 809.60-809.65, 809.67-809.88.....7914
40 TAC §§809.1-809.4.....7914
40 TAC §§809.21-809.33.....7916
40 TAC §§809.41-809.48.....7916
40 TAC §§809.61-809.78.....7917
40 TAC §§809.81-809.92.....7921
40 TAC §§809.101-809.111.....7922
40 TAC §§809.121-809.124.....7923
40 TAC §§809.141-809.155.....7924

TABLES AND GRAPHICS

Tables and Graphics

Tables and Graphics.....7927

OPEN MEETINGS

Texas Agricultural Finance Authority

Thursday-Friday, August 21-22, 1997, 1:30 p.m. and 9:00 a.m. respectively7931

Texas Animal Health Commission

Monday, August 18, 1997, 10:00 a.m.....7931
Monday, August 18, 1997, 11:00 a.m.....7931
Monday, August 18, 1997, 1:30 p.m.....7932
Monday, August 18, 1997, 2:30 p.m.....7932
Tuesday, August 19, 1997, 8:30 a.m.....7932
Tuesday, August 19, 1997, 8:30 a.m.....7933

The State Bar of Texas

Thursday-Friday, August 14-15, 1997, 10:00 a.m. and 10:30 a.m. respectively7933
Friday, August 15, 1997, 1:30 p.m.....7934

State Board of Barber Examiners

Sunday, August 17, 1997, 3:00 p.m.7934

State Board of Dental Examiners

Friday, August 22, 1997, 8:30 a.m7934

General Land Office

Monday, August 18, 1997, 2:00 p.m.....7934

Office of the Governor-Criminal Justice Division

Monday, August 25, 1997, 8:30 a.m.....7934

Texas Health Care Information Council

Tuesday, August 19, 1997, 1:00 p.m.7935

Texas Department of Health

Friday, August 15, 1997, 1:30 p.m.....7935

Texas State Affordable Housing Corporation

Monday, August 18, 1997, Noon.....7935

Texas Department of Housing and Community Affairs

Monday, August 18, 1997, 10:00 a.m.....7936

Texas Department of Insurance

Tuesday, August 26, 1997, 1:00 p.m.....7936
Tuesday, August 26, 1997, 1:00 p.m.....7936
Thursday, August 28, 1997, 1:00 p.m.....7936

Boards for Lease of State-owned Lands

Monday, August 18, 1997, 4:00 p.m.....7936
Monday, August 18, 1997, 4:15 p.m.....7936

Texas Appraiser Licensing and Certification Board

Wednesday, Thursday, August 20-21, 1997, 9:00 a.m. and 1:30 p.m. respectively7937
Wednesday, August 20, 1997, 4:00 p.m.....7937
Thursday, August 21, 1997, 8:00 a.m.....7937
Thursday, August 21, 1997, 9:30 a.m.....7937

Texas Department of Licensing and Regulation

Tuesday, August 19, 1997, 9:00 a.m.....7938
Wednesday, August 20, 1997, 9:00 a.m.....7938
Wednesday, August 20, 1997, 1:00 p.m.....7938
Thursday, August 21, 1997, 9:00 a.m.....7938

Texas State Board of Medical Examiners

Friday, August 8, 1997, 8:30 a.m.....7939
Friday, August 15, 1997, 10:00 a.m.....7939
Monday, August 18, 1997, 10:00 a.m.....7939
Wednesday, August 20, 1997, 10:30 a.m.....7940

Texas Natural Resource Conservation Commission

Wednesday, August 20, 1997, 9:30 a.m. and 1:00 p.m.....7940
Thursday, August 28, 1997, 10:00 a.m.....7940
Thursday, August 28, 1997, 10:00 a.m.....7941
Thursday, August 28, 1997, 10:00 a.m.....7941
Wednesday, September 3, 1997, 10:00 a.m.....7941
Thursday, September 4, 1997, 10:00 a.m.....7941
Wednesday, September 10, 1997, 10:00 a.m.....7941

Texas Parks and Wildlife Department	
Saturday, August 30, 1997, 3:00 p.m.	7941
Texas State Board of Pharmacy	
Tuesday, Wednesday, August 19–20, 1997, 9:00 a.m.	7942
Public Utility Commission of Texas	
Friday-Saturday, August 15–16, 1997, 12:30 p.m. and 7:00 a.m. respectively	7942
Railroad Commission of Texas	
Monday, August 18, 1997, 8:00 a.m.	7942
Tuesday, August 19, 1997, 8:00 a.m.	7942
State Seed and Plant Board	
Monday, August 18, 1997, 1:30 p.m.	7943
Texas Turnpike Authority	
Thursday, August 14, 1997, 9:00 a.m.	7943
Regional Meetings	
IN ADDITION	
Texas Department of Agriculture	
Notice of Public Hearing	7947
Coastal Coordination Council	
Notice and Opportunity to Comment on Requests for Consistency Agreement/Concurrence under the Texas Coastal Management Program	7947
Comptroller of Public Accounts	
Correction to Notice of Request for Information	7948
Office of the Consumer Credit Commissioner	
Notice of Rate Ceiling	7948
Texas Education Agency	
Request for Applications Concerning Instructional Facilities Allotment, 1997–1998	7948
Office of the Governor-Criminal Justice Division	
Consultant Proposal Request-Statewide Strategy for Drug and Violent Crime	7949
Violence Against Women Act Request for Applications	7950

Texas Department of Health	
Notice of Request for Proposal for Behavioral Risk Factor Surveillance System	7950
Texas Department of Housing and Community Affairs	
Notice of Public Hearings	7951
Texas Department of Human Services	
Open Solicitation for Carson County	7951
Texas Natural Resource Conservation Commission	
Notice of Application to Appropriate Public Waters of The State of Texas	7951
Notice Of Application For Municipal Solid Waste Management Facility Permit For The Period of August 4, 1997 through August 8, 1997	7953
Applications for Waste Disposal/Discharge Permits	7953
Notice Of Receipt Of Application And Declaration Of Administrative Completeness For Municipal Solid Waste Management Facility For The Period of August 4, 1997 through August 8, 1997	7954
Texas Parks and Wildlife Department	
Notice of Public Comment Hearing for Permit to Remove Sand, Gravel, or Marl from Public Waters of the State of Texas	7955
Public Utility Commission of Texas	
Notice of Application for Service Provider Certificate of Operating Authority	7955
Notice of Intent To File Pursuant To Public Utility Commission Substantive Rule 23.27	7956
Notice of Petition by Fort Bend Telephone Company for Suspension of the Due Date for Implementation of Local Number Portability	7956
Public Notice of Interconnection Agreement	7957
Workshop Announcement for Project Number 17068 - Rulemaking on Service Reclassification	7958
The Texas A&M University System	
Request for Information: Texas Intellectual Property Practitioners	7959
Texas Department of Transportation	
Notice of Invitation	7959

ATTORNEY GENERAL

Under provisions set out in the Texas Constitution, the Texas Government Code, Title 4, §402.042 and numerous statutes, the attorney general is authorized to write advisory opinions for state and local officials. These advisory opinions are requested by agencies or officials when they are confronted with unique or unusually difficult legal questions. The attorney general also determines, under authority of the Texas Open Records Act, whether information requested for release from governmental agencies may be held from public disclosure. Requests for opinions, opinions, and open record decisions are summarized for publication in the *Texas Register*. The Attorney General responds to many requests for opinions and open records decisions with letter opinions. A letter opinion has the same force and effect as a formal Attorney General Opinion, and represents the opinion of the Attorney General unless and until it is modified or overruled by a subsequent letter opinion, a formal Attorney General Opinion, or a decision of a court of record. To request copies of opinions, phone (512) 462-0011. To inquire about pending requests for opinions, phone (512) 463-2110.

Open Records Decision

ORD-#657. Request from Ms. Judy Ponder, General Counsel, General Services Commission, P.O. Box 13047, Austin, Texas 78711-3047, regarding whether telephone records of the Texas Supreme Court held by the General Services Commission are subject to the Texas Open Records Act, Government Code Chapter 552, and related questions regarding Attorney General Opinion JM-446 (1986) (ORQ-23).

SUMMARY. The judiciary exception applies only to those records which relate to the exercise of judicial powers. Records regarding the expenditure of public funds, including records which directly implicate the fiduciary responsibilities of public employees or otherwise pertain to the day-to-day routine administration of a court, are subject to the Open Records Act. Telephone billing records of the Texas Supreme Court are not "records of the judiciary" for purposes of the Open Records Act; however, one or more of the act's enumerated exceptions may protect the information from public disclosure. Attorney General Opinion JM-446 (1986) and Open Records Decision Number 535 (1989) are overruled to the extent that they conflict with this opinion. We affirm Attorney General Opinion JM-446 (1986) to the extent that it finds that telephone billing information maintained by the General Services Commission in accomplishing its statutory purposes are records of the entity served, not the commission. Requests for telephone billing records should be directed to the entity on whose behalf the records are held.

TRD-9710347

Requests for Opinion

ID-#39612. Request from Mr. Jim Loyd, Director of Programming, Texas Health Care Information Council, 4900 North Lamar, OOL-3407, Austin, Texas, 78751-2399, regarding reimbursement of transportation expenses for a member of the Health Care Information Council.

ID-#39647. Request from The Honorable Homero Ramirez, County Attorney, Webb County, P.O. Box 420268, 1110 Victoria, Suite 403, Laredo, Texas, 78040, regarding conflict of interest provisions applicable to the award of a depository contract by a county.

ID-#39652. Request from The Honorable Ben W. *Bud* Childers, County Attorney, Fort Bend County, 301 Jackson, Suite 621, Richmond, Texas, 77469-3506, regarding whether an elected county official may inscribe his name on a county vehicle.

ID-#39656. Request from The Honorable Michael A. Sheppard, District Attorney, DeWitt County, 307 N. Gonzales, Cuero, Texas, 77954, regarding authority of a sheriff to sell forfeited vehicles.

ID-#39658. Request from Mr. Tim Curry, Criminal District Attorney, Tarrant County Justice Center, 401 W. Belknap Street, Fort Worth, Texas, 76196-0201, regarding whether the food service contract for a county jail is subject to competitive bidding.

TRD-9710348

PROPOSED RULES

Before an agency may permanently adopt a new or amended section or repeal an existing section, a proposal detailing the action must be published in the *Texas Register* at least 30 days before action is taken. The 30-day time period gives interested persons an opportunity to review and make oral or written comments on the section. Also, in the case of substantive action, a public hearing must be granted if requested by at least 25 persons, a governmental subdivision or agency, or an association having at least 25 members.

Symbology in proposed amendments. New language added to an existing section is indicated by the use of **bold text**. [Brackets] indicate deletion of existing material within a section.

TITLE 28. INSURANCE

Part I. Texas Department of Insurance

Chapter 19. Agent's Licensing

Subchapter C. Written Examination for Applicants for License to Write Insurance Upon Any One Life in Excess of **\$10,000** [\$7,500] Under the Insurance Code Article 21.07, §4A. 28 TAC §19.201

28 TAC §19.201

The Texas Department of Insurance proposes an amendment to §19.201, which sets out the purpose of Subchapter C concerning establishing parameters for the written examination for licensure of individuals who desire to write life insurance upon any one life in excess of \$7,500 under the provisions of the Insurance Code, Article 21.07, §4A. Section 19.201 is amended to increase the amount of life insurance written on any one life from \$7,500 to \$10,000. This change is necessary because of changes made to Article 21.07 during the 75th Texas legislative session.

Edna Ramón Butts, senior associate commissioner, regulation & safety, has determined that for each year of the first five years the proposed section is in effect, there will be no fiscal implications for local or state government, or small businesses as a result of enforcing or administering the section. There will be no effect on local employment or the local economy.

Ms. Butts also has determined that for each year of the first five years the proposed amendment is in effect, the anticipated public benefit is the achievement of uniformity with the provisions set out in Insurance Code, Article 21.07. On the basis of cost per hour of labor, there is no anticipated difference in cost of compliance between small and large businesses.

There are no anticipated economic costs to individuals required to comply with the amendment as proposed.

Comments on the proposal must be submitted in writing within 30 days after publication of the proposed section in the Texas Register to Caroline Scott, General Counsel and Chief Clerk, Texas Department of Insurance, P.O. Box 149104, Mail Code 113-2A, Austin, Texas 78714-9104. An additional copy of the comments should be submitted to Edna Ramón Butts, Senior Associate Commissioner, Regulation & Safety, Texas Department of Insurance, P.O. Box 149104, Mail Code 107-2A, Austin, Texas 78714-9104. A request for public hearing on the proposal should be submitted separately to the Office of the Chief Clerk.

The amendment is proposed under the Insurance Code, Articles 21.07 and 1.03A. Article 21.07, §4A requires written examination of applicants who desire to write life insurance in excess of \$10,000 upon any one life, and authorizes the department to establish reasonable rules with regard to the written examination. Article 1.03A provides that the Commissioner of Insurance may adopt rules and regulations to execute the duties and functions of the Texas Department of Insurance only as authorized by statute. The Government Code, §§2001.004 et seq. authorize and require each state agency to adopt rules of practice setting forth the nature and requirements of available procedures and to prescribe the procedures for adoption of rules by a state agency.

The Insurance Code, Chapter 21.07, is affected by this proposed section.

§19.201. Purpose.

These sections are designed to establish the parameters, including the administration, scope, type, and conduct of written examinations and the times and places within this state when such examinations shall be held, concerning those written examinations required for the licensure of those individuals who desire to write life insurance upon any one life in excess of **\$10,000** [\$7,500] under the provisions of the Insurance Code article 21.07, §4A. The sections also establish the

parameters under which any insurance carrier may conduct written examinations for its own agents.

This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's legal authority to adopt.

Issued in Austin, Texas, on August 4, 1997.

TRD-9710133

Caroline Scott

General Counsel and Chief Clerk

Texas Department of Insurance

Earliest possible date of adoption: September 15, 1997

For further information, please call: (512) 463-6327



Subchapter T. Interim Study of Agents and Agents' Licenses Statutes

28 TAC §19.1901

Subchapter T. Interim Study of Agents and Agents' Licenses Statutes Advisory Committee Membership and Operation

The Texas Department of Insurance proposes new Subchapter T. concerning the interim study of agents and agents' licenses statutes. New §19.1901 sets out the requirements of the Advisory Committee for the Interim Study of Agents and Agents' Licenses Statutes (advisory committee). The advisory committee is appointed pursuant to Insurance Code, Article 21.15-7 to assist the Commissioner of Insurance in the review and evaluation of the current agents and agents' licenses statutes. Insurance Code, Article 21.15-7 was enacted by the 75th Legislature and requires the commissioner to review and evaluate current agents and agents' licenses statutes and to report his findings to the legislature by January 1, 1999. The advisory committee will assist the commissioner with the review and evaluation of the agents' licenses statutes to determine any changes needed to address new insurance marketing methods and new technologies; to reduce the number and types of agents' licenses; to determine which statutory provisions should apply to all agents' licenses; and to address other problems which may exist with agents' licensing requirements. The new section is required by Texas Civil Statutes, Article 6252-33, which governs state agency advisory committees and which requires a state agency that is advised by an advisory committee to specify by rule the advisory committee's membership, its purpose and task, its reporting requirements, and its duration.

Edna Ramón Butts, Senior Associate Commissioner, Regulation & Safety, has determined that for each year of the first five years the proposed section will be in effect, any fiscal implications to state government are the result of the legislative enactment of Insurance Code, Article 21.15-7 and are not the result of the adoption and implementation of the section. There will be no fiscal implications for local government or small business as a result of enforcing or administering the section. There will be no effect on the local economy or local employment.

Ms. Butts also has determined that for each year of the first five years the proposed section is in effect, the anticipated public benefit of enforcing the section is the submission of a report to the commissioner containing suggestions and needed

changes to the agents and agents' licenses statutes which would: address new insurance marketing methods and new technologies; reduce the number and types of agents' licenses; determine which statutory provisions should apply to all agents' licenses; and address other problems which may exist with agents' licensing requirements. The advisory committee report will enable the commissioner to submit to the legislature, no later than January 1, 1999, his report of changes needed to agents and agents' licenses statutes. On the basis of cost per hour of labor, there is no anticipated difference in cost of compliance between small and large businesses. Although participation on the advisory committee is voluntary, there will be some costs to advisory committee members who must travel to attend meetings. These costs will vary depending upon how far the member must travel to attend meetings, what type of transportation is used, and whether lodging will be needed. These costs will not be reimbursed by the department.

Comments on the proposal, to be considered by the department, must be submitted in writing within 30 days after publication of the proposal in the *Texas Register*, to Caroline Scott, General Counsel & Chief Clerk, Texas Department of Insurance, P.O. Box 149104, Mail Code 113-2A, Austin, Texas 78714-9104. An additional copy of the comments must be submitted to Edna Ramón Butts, Senior Associate Commissioner, Regulation & Safety, Texas Department of Insurance, P.O. Box 149104, MC 107-2A, Austin, Texas 78714-9104. Requests for a public hearing should be submitted separately to the Chief Clerk's office.

The section is proposed pursuant to Texas Civil Statutes, Article 6252-33 and Insurance Code, Articles 21.15-7 and 1.03A. Texas Civil Statutes, Article 6252-33, §5 requires a state agency that is advised by an advisory committee to adopt rules that state the purpose of the committee, and describe the committee's task and the manner in which the committee will report to the agency. Section 8 of Article 6252-33 requires a state agency that is advised by an advisory committee to establish by rule a date on which the committee will automatically be abolished. Insurance Code, Article 21.15-7 directs the commissioner to appoint an advisory committee to assist in the evaluation and review of agents and agents' licenses statutes. Article 1.03A provides that the Commissioner of Insurance may adopt rules and regulations to execute the duties and functions of the Texas Department of Insurance only as authorized by a statute. Government Code, §§2001.004 et seq. authorizes and requires each state agency to adopt rules of practice setting forth the nature and requirements of available procedures and to prescribe the procedures for adoption of rules by a state agency.

The following statutes are affected by the proposed section: Insurance Code, Article 21.07-3 Texas Civil Statutes, Article 6252-33.

§19.1901. Advisory Committee for the Interim Study of Agents and Agents' Licenses Statutes.

(a) Purpose and Scope. As required by Texas Civil Statutes, Article 6252-33, the purpose of this section is to set out the purpose of the Advisory Committee for the Interim Study of Agents and Agents' Licenses Statutes; define its tasks and the manner in which it will report to the department; specify its membership; and set its duration.

The advisory committee is established pursuant to Insurance Code, Article 21.15-7.

(b) Purpose of the Advisory Committee. The purpose of the advisory committee is to assist the commissioner in performing the review and evaluation of agents and agents' licenses statutes so that the commissioner may make a report to the legislature on any changes needed to address new insurance marketing methods and new technologies; to reduce the number and types of agents' licenses; to determine which statutory provisions should apply to all agents' licenses; and to address other problems which may exist with agents' licensing requirements.

(c) Tasks. The tasks of the advisory committee include those tasks specified in the following paragraphs:

(1) The advisory committee shall review and evaluate the current agents and agents' licenses statutes to determine any changes needed to address new insurance marketing methods and new technologies; to reduce the number and types of agents' licenses; to determine which statutory provisions should apply to all agents' licenses; and to address other problems which may exist with agents' licensing requirements. Following its review and evaluation of current agents and agents' licenses statutes, the advisory committee shall submit a report of its findings and recommendations to the commissioner.

(2) The advisory committee shall advise and consult with the commissioner or the commissioner's representative during its review and evaluation of current agents and agents' licenses statutes.

(3) The advisory committee may advise the commissioner on the need for subcommittees or workgroups to fulfill its tasks.

(4) The advisory committee shall perform other tasks as requested by the commissioner pursuant to Insurance Code, Article 21.15-7.

(d) Reporting Requirements. After completion of its review and evaluation of current agents and agents' licenses statutes, the advisory committee shall submit a report of its findings and

recommendations to the commissioner no later than September 1, 1998.

(e) Membership. Pursuant to Insurance Code, Articles 21.15-7 and 1.35C, and Texas Civil Statutes, Article 6252-33, the membership of the advisory committee shall consist of the following:

(1) Twelve members composed of: one member who represents the interests of independent agents; one member who represents the interests of life and health agents; one member who represents the interests of captive agents; one member who represents the interests of direct writer insurers; one member who represents the interests of insurers using the agency system; six members who represent the interests of consumers; one member who represents the interests of banks; and other members the commissioner believes could contribute to the evaluation; and

(2) The commissioner or the commissioner's representative, who shall be an ex officio member and must be present at every advisory committee meeting. Any member who resigns from the advisory committee shall be replaced by the commissioner with another member representing the same interest as the member who resigned.

(f) Duration. The advisory committee shall automatically terminate on December 31, 1998 unless, before its termination, the commissioner extends its duration.

This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's legal authority to adopt.

Issued in Austin, Texas, on August 5, 1997.

TRD-9710152

Caroline Scott

General Counsel and Chief Clerk

Texas Department of Insurance

Earliest possible date of adoption: September 15, 1997

For further information, please call: (512) 463-6327

◆ ◆ ◆

WITHDRAWN RULES

An agency may withdraw a proposed action or the remaining effectiveness of an emergency action by filing a notice of withdrawal with the *Texas Register*. The notice is effective immediately upon filing or 20 days after filing as specified by the agency withdrawing the action. If a proposal is not adopted or withdrawn within six months of the date of publication in the *Texas Register*, it will automatically be withdrawn by the office of the Texas Register and a notice of the withdrawal will appear in the *Texas Register*.

TITLE 1. ADMINISTRATION

Part IV. Office of the Secretary of State

Chapter 81. Elections

Voting Systems Certification

1 TAC §81.60

The Office of the Secretary of State has withdrawn from consideration for permanent adoption the proposed amendment to §81.60, which appeared in the June 3, 1997, issue of the *Texas Register* (22 TexReg 4853).

Issued in Austin, Texas, on August 5, 1997.

TRD-9710186

Clark Kent Erwin

Assistance Secretary of State

Office of the Secretary of State

Effective date: August 6, 1997

For further information, please call: (512) 463-5650



ADOPTED RULES

An agency may take final action on a section 30 days after a proposal has been published in the *Texas Register*. The section becomes effective 20 days after the agency files the correct document with the *Texas Register*, unless a later date is specified or unless a federal statute or regulation requires implementation of the action on shorter notice.

If an agency adopts the section without any changes to the proposed text, only the preamble of the notice and statement of legal authority will be published. If an agency adopts the section with changes to the proposed text, the proposal will be republished with the changes.

TITLE 19. EDUCATION

Part II. Texas Education Agency

Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

The Texas Education Agency (TEA) adopts new §§110.1-110.7, 110.21-110.26, 110.41-110.66, and 110.81-110.88, concerning English language arts and reading. Sections 110.2-110.7, 110.21-110.26, 110.41-110.66, and 110.81 are adopted with changes to the proposed text as published in the June 6, 1997, issue of the *Texas Register* (22 TexReg 5332). Sections 110.1 and 110.82-110.88 are adopted without changes and will not be republished.

The new sections establish the essential knowledge and skills for elementary, middle, and high school English language arts and reading. In addition, the new sections include the following high school courses: Independent Study in English, Journalism, and/or Speech; Advanced Placement (AP) English Language and Composition; Advanced Placement (AP) English Literature and Composition; Advanced Placement (AP) International English Language; International Baccalaureate (IB) Language Studies A1 Standard Level; International Baccalaureate (IB) Language Studies A1 Higher Level; and Concurrent Enrollment in College Courses. The provisions of these sections shall be implemented by school districts beginning September 1, 1998, and at that time shall supersede §§75.23(a)-(m), 75.41, and 75.61 of this title (relating to English Language Arts). School districts can choose to implement the Texas essential knowledge and skills (TEKS) for courses which essential elements can be found in 19 TAC Chapter 75, during the 1997-1998 school year.

The process to develop the new TEKS resulted in a state curriculum that is rigorous, measurable, specific, and current, meeting the high expectations that Texas citizens hold for high school graduates. Furthermore, the TEKS will provide a clear basis for development of instructional materials and for preparation of state assessments.

The Texas Education Code organizes the required curriculum into two types: the foundation curriculum and the enrichment curriculum. Implementation of all new TEKS is scheduled to begin September 1, 1998, rather than over the timespan of several school years as was proposed.

The following changes have been made since the sections were proposed.

Numerous editorial changes were made throughout the sections, including organizing knowledge and skill and student expectation statements improve clarity of language and increase rigor and specificity. Grade level ranges were amended to be consistent with the sections of the document. Student expectation statements were amended to maintain consistency with other subject areas. For example, in §§110.2(b)(11)(C), 110.3(b)(14)(C), and 110.5(b)(11)(B), the language "including fact and fantasy" has been added for consistency across Grades K-3. In addition, language was removed that might be subject to controversy. The majority of the changes were made as a result of recommendations from national experts.

The introductions for each grade level and course have also been revised for clarification and specification.

New §§110.2(b)(3)(E), 110.3(b)(3)(E), 110.4(b)(3)(E), and 110.5(b)(3)(E) have been added that read "gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3)."

New specific examples of spelling have been added throughout the sections to add strength. For example, new §110.3(b)(20)(C), was added to read "spell single syllable words that have *r*-controlled vowels such as in *burn* or *star*; that have the final consonants *f*, *l*, *s* such as in *miss* or *doll*; and that have *ck* as the final consonants such as in *buck* (1).

In addition to providing more specific examples of grammar throughout the sections, the tags/headings indicating the strands of the language arts were renamed to clarify the content of the student expectations that follow. For example, the tag "Reading" in §110.4(b)(9) was amended to "reading/comprehension".

A revised statement of student expectations was added in Grades K-8 and English I-IV for students to listen to and/or read classic and contemporary works of literature. For example, in §110.3(b)(10)(A), the language "including classic and contemporary works" has been added to the student expectation.

A new statement that reads "locate and use important areas of the library media center (2-8)" was added in Grades 2-8 to indicate that students are expected to use the library.

A new statement that reads "use available technology to compose text (K-3)" was added in Grades K-3 to show expectations for the use of available technology.

The number of statements of knowledge and skills and of student expectations for listening and speaking in Grades 4-8 were reduced to eliminate redundancy.

New student expectation statements were added throughout the sections to emphasize literary terms and forms. For example, in §110.3(b)(14)(E), the language "understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2)" has been added.

In Journalism and advanced journalism courses, numerous changes were made in response to public comments submitted by the Texas Journalism Educators Association. The rationale for the changes was to clarify and make the language of the courses more specific. One example of the changes is in §110.62(b)(1) which read "the student demonstrates knowledge of the journalistic tradition" now reads "the student demonstrates an understanding of media development, press law, and responsibility."

Several changes were also made to language for speech courses in response to public comments submitted by the Texas Speech Communication Association. The changes were made to strengthen the language. Changes were also made to the communications applications course in §110.58, which is required of all students for high school graduation in accordance with 19 TAC Chapter 74, Subchapter B, Graduation Requirements.

The following comments have been received regarding adoption of the new sections.

Subchapter A. Elementary.

§110.2. English Language Arts and Reading, Kindergarten.

Issue: developmental needs of young children.

Comment. An individual commented that teachers should be expected to use professional judgment when making instructional decisions for students. It is recommended that a statement be added to the introduction of the kindergarten essential knowledge and skills addressing meeting the individual needs of students.

Agency Response. The agency disagrees with this comment. The recommendation to add a statement regarding instruction and meeting individual needs can be included in follow-up documents to the TEKS. The purpose of the TEKS is to provide districts with the content students should know and be able to do. The recommended statement would be more appropriate in follow-up TEKS documents and staff development regarding implementation of the TEKS.

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

Issue: inclusion of predictable texts.

Comment. The Texas Association for the Improvement of Reading, a professional organization, commented that the organization supports the English language arts and reading TEKS with one exception. The exception being the inclusion of predictable texts specifically in Grade 1, §110.3(b)(7)(F). The

organization recommends that predictable texts be included in addition to decodable texts.

Agency Response. Predictable text language can be found in §110.3(b)(13)(B) which reads "participates actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1)."

Issue: decoding, spelling, and repetition of knowledge and skills across grade levels.

Comment. An individual commented that the TEKS that are repeated throughout several grade levels consider the varying rates of learning in young children. The individual recommended keeping the parenthetical notations and also recommended that language be amended in §110.3(b)(7)(A) to read "the student uses letter-sound knowledge to help decode written language." Students use context, pictures, structural analysis in addition to graphophonic cues to decode words. In addition, the individual recommended that language that encourages spelling instruction using students' own writing be added.

Agency Response. The TEKS were revised to differentiate the separate roles of letter-sound knowledge, context, syntax, and structural analysis in word identification. Letter-sound knowledge, as well as structural cues, are used to decode words. Syntax and context are used to support word identification and confirm meaning. The recommendation to include language that encourages the use of selecting spelling words from student writing cannot be made. The TEKS are to state what students should know and be able to do. The SBOE is not permitted to adopt rules pertaining to methodology according to TEC, §28.002(j). The spelling recommendation is considered a method of teaching spelling and therefore cannot be included in the TEKS. However, such a suggestion could be included in follow-up documents regarding TEKS implementation.

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

Issue: student expectations too numerous, separation of reading/writing.

Comment. The Texas Association for Supervision and Curriculum Development, a professional organization, commented that there are too many student expectations at Grade 4. In addition, reading and writing should not be separated.

Agency Response. The number of student expectations have been reduced since the sections were proposed in the area of listening and speaking. Because reading and writing are critical skills to attain in the elementary grades, they have been separated for emphasis. Teachers and districts have the flexibility to deliver instruction in a manner appropriate for their particular student population.

Subchapter B. Middle School.

§110.26. English Language Arts and Reading, Speech (Elective Credit).

Issue: revisions to speech courses.

Comment. The Heart of Texas Speech Communications Association, the Round Rock Independent School District, the Texas Speech Communication Association, and an individual recommended revisions forwarded by the Texas Speech Communi-

cation Association be made. The revisions set high standards and clear guidelines for teachers. The speech TEKS provide the skills necessary for employment and success in business. It is recommended that the phrase "use reflective and empathic listening skills to respond appropriately to the ideas and opinions of others in interpersonal situations" replace the language in §110.26(b)(2)(B).

Agency Response. The agency agrees with most of the comments written to strengthen and clarify the speech courses. There are a few instances where exact language from the recommendations forwarded from the Speech Communication Association were not made but rather replaced with slightly different language to clarify and reduce redundancy. Rather than consider the language recommended by the Texas Speech Communication Association for §110.26(b)(2)(B), the agency replaced the language with "use reflective and empathic listening skills to respond appropriately to the ideas and opinions of others in interpersonal situations."

Subchapter C. High School.

Issue: journalism course edits.

Comment. The Texas Association of Journalism Educators, a professional organization, recommended several edits to make the language of the journalism course TEKS more technically accurate and precise. It is recommended that the term "researches" be removed from §110.62(b)(2), §110.62(B)(2)(A) and the phrase "and other research to write" be removed from §110.62(b)(2)(E). The organization also recommended deletion of the words "the library" from §110.66(b)(1)(D).

Agency Response. The agency agrees with most of this comment and has amended several areas in the journalism sections. Most of the changes will strengthen and clarify the journalism courses. The agency did not remove the terms "researches" or "the library" from the sections. The intent of the TEKS is to increase the rigor of the curriculum and further develop students' ability to research thoroughly answers to questions. Also, students are expected to use the library and other sources to locate information for research.

Issue: increase credits for Broadcast Journalism.

Comment. An individual commented that Broadcast Journalism is as rigorous as the advanced journalism courses that are afforded up to three state graduation credits. The sections in 19 TAC Chapter 110 have eliminated the Introduction to Radio and Television film course. There are a number of students interested in this area of study that would benefit.

Agency Response. The agency agrees with this comment and has amended the Broadcast Journalism sections to Advanced Broadcast Journalism I, II, III (one-half to one credit) courses.

Issue: expand credits for Broadcast Journalism.

Comment. Several individuals recommended expanding the number of credits for Broadcast Journalism in §110.64 from one to three state graduation credits. It is recommended to allow desktop publishing to count toward the technology applications requirement.

Agency Response. The agency agrees with these comments. Section 110.64, Advanced Broadcast Journalism I, II, III, has

been amended to expand the amount of credit for state graduation. The agency has proposed amendments to 19 TAC Chapter 74 (relating to Curriculum Requirements) which lists Desktop Publishing in Chapter 126 (relating to TEKS for Technology Applications) as a course that would receive technology applications graduation credit.

General Comments.

Issue: whole language methodology.

Comment. Two individuals commented on whole language methodology not working in the elementary area and the curriculum needing to be based on phonics methodology.

Agency Response. The agency disagrees with this comment. The TEC, §28.002(j), states that the State Board of Education (SBOE) may not adopt rules that specify methodology. The TEKS do not contain statements of methodology.

Issue: explicit instruction in grammar, punctuation, spelling, and whole language methodology.

Comment. An individual commented that the TEKS for English language arts and reading should consider the studies from the National Institute of Child Health and Human Development. The TEKS for English language arts combine whole language methodology with phonics. The TEKS should direct teachers to teach grammar, punctuation, and spelling.

Agency Response. The agency disagrees with this comment. According to TEC, §28.002(j), the state board of education may not adopt rules that specify methodology. The TEKS do not contain statements of methodology. The TEKS for English language arts and reading list student expectations for grammar, punctuation, and spelling. The TEKS list student expectations rather than teacher expectations. A representative from the National Institute of Child Health and Human Development consulted and reviewed the TEKS for language arts and reading and this research is reflected in the TEKS.

Issue: early grades.

Comment. An individual commented that Reading involves far more than decoding print. Good readers use a variety of strategies to comprehend and repair their comprehension when necessary. The early grades must focus on phonemic awareness and decoding skills, but they must also focus on the functions of language, story structure and basic concepts about print. This can be accomplished when children are immersed in rich language and authentic literature. The TEKS do just this and what research has stated.

Issue: intensive, systematic phonics.

Comment. An individual commented that students do not need to know how to speak English in order to read. Teachers need to teach with an intensive, systematic-phonics approach.

Agency Response. The agency disagrees with this comment. There are student expectations in Grades K-2 that address phonics. According to TEC, §28.002(j), the SBOE may not adopt rules that specify methodology. The TEKS do not contain statements of methodology.

Issue: decodable texts, deletion of increasing accurate spelling.

Comment. An individual and the Texas State Reading Association recommended avoiding the use of the term decodable texts. The wording describing independent and instructional-level reading materials is sufficient for teachers and does not imply the particular use of a specific, published program. Beginning writers do not immediately spell words correctly. Because the TEKS will guide future test development, it is imperative that the document not imply that all first graders spell every word correctly. It is recommended that wording for Grades K-1 be added that reads "describe how illustrations support or extend meaning of the text."

Agency Response. The agency disagrees with this comment. The TEKS include different types of texts that serve different purposes such as predictable and patterned text, decodable text, independent- and instructional-level texts, and literature. Decodable text describes the stories written to incorporate the letter-sound relationships and words that children are learning, so as to provide them with opportunities to apply this knowledge. Decodable text does not imply the use of specific published programs. In Grade 1, §110.3(b)(20)(A) and (B), and in Grade 2, §110.4(b)(16)(B), the standard expects that students will become more accurate as they become proficient spellers.

Issue: spelling and grammar.

Comment. An individual commented that grammar and spelling were not addressed in Grades 6-12 curriculum.

Agency Response. The agency disagrees with this comment. There are grammar and spelling knowledge and skills and student expectations listed in the English language arts and reading TEKS in Grades 6-12.

Issue: viewing/representing, listening, and speaking

Comment. An individual commented that the flexibility of the TEKS permits teachers to use a wide range of teaching strategies. The preparation and presentation of oral, auditory, and visual materials, and listening to presentations by other students, teachers, and outside speakers is a strength. Students need to communicate and assimilate information in a variety of ways. The knowledge and skills ask students to go beyond low-level skills.

Issue: lack of specificity among grade levels.

Comment. An individual commented that the same knowledge and skills are repeated from grade level to grade level in the areas of reading, listening, and speaking and in English I-IV. The lack of growth will result in a variety of interpretations of the TEKS that will lead to gaps. It is recommended to adopt the Texas Alternative Draft Document (TADD) to alleviate confusion.

Agency Response. The agency disagrees with this comment. The course and grade-level introductions outline the distinctions among the grades. Many of the language arts knowledge and skills are the same because many of the skills are life-long skills that continue to grow in terms of text difficulty and task sophistication. Follow-up documents that illustrate the complexity of the task and texts will be sent to districts.

Issue: literature, grammar, and reading; repetition of knowledge and skills.

Comment. An individual commented that the English I-IV TEKS do not focus on reading, grammar, or literature. The viewing/representing knowledge and skills belong to a marketing or media communications course. There is no sequence or differentiation among the grade levels.

Agency Response. The agency disagrees with this comment. The English I-IV TEKS contain knowledge and skills and student expectations in reading, grammar, literary response, and literary elements. Students in Grade 11 focus their area of study in American literature, and at Grade 12, the area of study is British literature. World literature is addressed in Grades 9 and 10. The TEKS relating to viewing/representing illustrate the expectation that students should be able to understand and interpret visual communication that is conveyed nonverbally. The TEKS relating to viewing/representing include interpreting, analyzing, and producing illustrations, maps, graphics, and computer images. Sections 110.49 and 110.64 are the high school courses that address media communications.

Issue: rigor, quality, and clarity.

Comment. An individual commented that the TEKS for English language arts and reading clearly describe what students should know and be able to do in order to become effective communicators. The TEKS address the importance of discussion, research, collaboration, production, and evaluation in the area of English language arts and reading.

Issue: English as the language of instruction, booklists.

Comment. An individual commented that students cannot learn English well in a language other than English. A comprehensive list of specific works of literature should be included to prevent the study of comic books, trashy novels, or profiles of sports heroes and celebrities.

Agency Response. The agency disagrees with this comment. The introductions at each grade level and course contain the statement, "Students' native language serves as a foundation for English language acquisition and language learning." Teachers may build on the second language learner's knowledge of his or her native language when such instruction facilitates rapid growth in English. The suggestion listed in the introduction does not preclude strong instruction in English. Texas legislation prescribes local district control whenever possible; therefore, the selection of specific titles should be a decision determined by local school districts and the community where the district is located.

Issue: booklists.

Comment. An individual commented that the absence of specific works of literature is a strength. The decision for which specific works of literature to be studied rests at the local level.

Issue: clarity and specificity.

Comment. The following comment was received from a school district. The district supports the English language arts and reading TEKS, the process in which they were developed, and the specificity of the document. The TEKS provide sufficient guidance for local districts to revise and align local curriculum documents.

Issue: comprehensiveness, specificity, and booklists.

Comment. The Texas Council of Teachers of English, a professional organization stated their support TEKS for English language arts and reading. It is dangerous to be overly specific and restrictive, for example listing book titles or specific grammatical elements to cover. The TEKS document strikes a good balance in providing direction without prescribing.

Issue: fluent reading, instructional levels of reading, research reading, technology, listening, and speaking.

Comment. An individual commented that the English language arts and reading TEKS emphasize fluent reading and provide suggested reading rates. Correct placement of students in texts is important. There is a strong comprehension strand in the TEKS. The variety of texts that students are expected to read is good. Another area of strength is the research strand that includes the use of books and technology. There is a stronger emphasis in the area of listening and speaking which are the foundation for reading and writing.

Issue: lack of specificity, lack of grade level distinctions, length of the document, conventions of writing, lack of book titles.

Comment. The Texas Federation of Teachers, a professional organization commented that the TEKS are too long. Some of the standards are still unclear and lack specificity. There are no grade level distinctions; many of the TEKS are repeated through the grade levels. Reading is handled well at the lower grade levels but there are no specific titles referenced. There is no indication of what quality writing looks like at a given grade level.

Agency Response. The TEKS writing team focused on the knowledge and skills considered essential to an educational program. The English language arts document received comment from 3,400 educators and members of the public across Texas, and as a result, every effort has been made to clarify the language while retaining the integrity of a cohesive document. Many of the knowledge and skills are deliberately repeated across the grade levels. The premise for this repetition is that the students are demonstrating these knowledge and skills as they engage with increasingly difficult texts and tasks as they move through the grades. Changes were made to the sections to ensure that students are being read to and reading classic and contemporary selections of literature. Specific book titles are not included. Texas law prescribes local district control whenever possible; therefore, the selection of specific titles should be a decision determined by local school districts and the community where the district is located. Students in English I and II read from classic and contemporary world literature. Students in English III read from and contemporary American literature. Students in English IV read from classic and contemporary British literature.

Issue: lack of attention to the teaching of United States and Texas history and the free enterprise system in reading courses.

Comment. An individual commented that the TEKS for English language arts and reading do not address the section of the education code requiring that United States and Texas history and the free enterprise system be included in all reading courses.

Agency Response. Statements regarding United States History, Texas History, and the free enterprise system are recom-

mended to be added to the introductions of each grade level and course in the TEKS for English language arts and reading.

Issue: support of the TEKS.

Comment. The Texas State Reading Association, a professional organization, commented that the TEKS document reflects the diversity of viewpoints and is a consensus document. Multiple opportunities have been provided to give feedback. The TEKS document is a viable guide, provides the framework for teachers, and does not mandate a particular methodology. The organization encouraged the SBOE to adopt the TEKS.

Comment. Several individuals provided their support for the TEKS for English language arts and reading because they go beyond the basics and support student creativity and interpretation of texts. English language arts and reading TEKS are visionary. Criticism of the repetition from grade to grade is as it should be because once a student has learned how to read, he or she must increase those skills. It is recommended that the TADD not be considered and it is also recommended to not add any more to the document.

Issue: grammar, grade level specific, and booklists.

Comment. An individual commented that one cannot differentiate between the grades in the area of grammar. Many of the knowledge and skills are identical. The TADD includes specific differences between grade levels. In addition, there is no listing of specific works of literature to be studied.

Agency Response. The agency disagrees with this comment. The English language arts TEKS introductions delineate the differences among the grade levels and courses. Follow-up examples will provide teachers with specific examples of the varying complexity of tasks and texts. Texas legislation prescribes local district control whenever possible; therefore, the selection of specific titles should be a decision determined by local school districts and the community where the district is located.

Issue: outcome based education, mastery learning, real-world education.

Comment. Three individuals commented that the TEKS are outcome based, mastery learning, and real world education. It is recommended that the board not adopt the TEKS and adopt the TADD instead.

Agency Response. The agency disagrees with this comment. The TEKS convey rigorous, grade-specific academic content.

Issue: English as a Second Language (ESL) and English Language Arts and Reading.

Comment. An individual commented that Chapter 128 should be incorporated with Chapter 110 and it is recommended to include ESL for reading courses.

Agency Response. Chapters 110 and 128 will be merged and sent as one document to school districts. In addition, each introduction to the reading courses includes the statement "for students whose first language is not English, the student's native language serves as a foundation for English acquisition and language learning."

Issue: TEKS are not rigorous, clear, grade specific nor measurable.

Comment. The Texas Public Policy Foundation commented that the English language arts and reading TEKS do not contain sufficient subject-area content. Many of the knowledge and skills are repeated from grade to grade and it is recommended that the TADD be considered.

Agency Response. The agency disagrees with this comment. The language arts curriculum contains both content-specific and process skills. Both are considered essential knowledge and skills students should attain in order to be effective users of language. Many of the knowledge and skills are deliberately repeated across the grade levels. The premise for this repetition is that the students are demonstrating these knowledge and skills as they engage with increasingly difficult texts and tasks as they move through the grades. In addition, the English language arts TEKS introductions delineate the differences among the grade levels and courses. Follow-up examples will provide teachers with specific examples of the varying complexity of tasks and texts.

Issue: TEKS are excessive and vague.

Comment. An individual commented that the TEKS are excessive and vague. The TEKS should be prioritized according to phonemic awareness, decoding skills, and alphabetic principles. It is recommended that the TADD be considered.

Agency Response. The agency disagrees with this comment. The English language arts and reading TEKS have knowledge and skill and student expectation statements for phonemic awareness, decoding skills, and alphabetic principles. The knowledge and skill strands have been revised to clearly indicate which sections of Grades K, 1, and 2 address those areas of learning.

Issue: support for the TADD.

Comment. Several individuals recommended support of the TADD and its adoption.

Agency Response. The agency disagrees with this comment and recommends adoption of 19 TAC Chapter 110.

Issue: process by which the TADD was written.

Comment. An individual commented that the TEKS draft was written by a team selected for their diversity and expertise. The TADD was written by a self-appointed committee. It is not diverse, and therefore does not benefit from the diversity of knowledge and beliefs. The process of writing and reviewing established by the SBOE should be honored. The individual supported the TEKS in 19 TAC Chapter 110.

Issue: support of the TEKS.

Comment. Several individuals commented that the TEKS are the best document that could have been produced given the consensus nature of the document. The TEKS are research-based and academically sound. The TEKS are superior to the TADD, for which they opposed the adoption and consideration.

Issue: support of the TEKS.

Comment. Several individuals submitted support of the English language arts TEKS and did not want the TADD considered.

The TEKS are research-based. The TADD prescribes methodology.

Issue: revisions to speech courses.

Comment. The Texas Speech Communication Association requested the rewording of several student expectation and knowledge and skill statements in speech courses. For example, in §110.50(b)(6) the language "the student explores and analyzes the effect of media on society" was amended to read "the student evaluates mass media."

Agency Response. The agency agrees with this comment and has amended the sections in speech courses.

Issue: support of the TEKS.

Comment. The Texas Business and Education Coalition (TBEC) submitted their support for the TEKS because, beginning in 1993, thousands of Texans participated in real-world forums and called for students to have foundation knowledge and skills and real-world applications but not to have attitudes included in the state curriculum. The TEKS accomplish these goals. In addition, the process to develop the TEKS has been inclusive and responsive to recommendations for change, and they strike a balance between clear standards and teacher flexibility. Above all, the TEKS are stronger than the essential elements; they prepare students for success after high school; and no consensus exists on how to improve them.

Comment. Several individuals recommended the TEKS be adopted because they are strong and clear and because they represent a balance between state direction and local flexibility. The process has included thousands of people and a variety of opinions.

Comment. An institution of higher education commented that the TEKS prepare students with a strong academic foundation, to take jobs and use technologies that will arise in the future. Although the TEKS are not perfect, they should be adopted; higher education faculty reviewed those in the foundation areas and support them. Furthermore, The Texas Alternative Document is not strong because of its narrow perspective.

Comment. The Shell Oil Company Foundation encouraged adoption of the foundation-area TEKS because they prepare students for employment in changing environments.

Comment. The Texas Counseling Association (TCA) commented support for the adoption of the TEKS because they are academically challenging and prepare students for the future.

Comment. The Texas Association of School Administrators (TASA) commented support for adoption of the TEKS because they represent a commitment to strengthening education in schools; they allow schools to build local curricula; they provide for alignment among curriculum, textbooks, and assessments; and the process by which they were developed was open and inclusive.

Issue: process to develop the TEKS.

Comment. An individual commented that the process to develop the TEKS was inconvenient to interested participants; service center and agency personnel were rude; and the public was deceived.

Agency Response. The agency disagrees with this comment. The process to develop the TEKS spanned nearly three years and afforded multiple opportunities for involvement by the public. Agency and regional education service center personnel were directed to solicit responses to the TEKS drafts during public hearings and by other means according to the guidelines established for the hearings and according to the schedule approved by the board.

Comment. The Texas Public Policy Foundation commented that the TEKS do not meet one or more of the following standards: the standards should relate directly to subject content; clearly specify the expected knowledge and skills; become increasingly complex; be objectively testable; and incorporate recommendations submitted by experts.

Agency Response. The agency disagrees with this comment. The TEKS meet the criteria that they be academically rigorous, clear, grade-specific, and measurable. Expert advice has been incorporated as appropriate and consistent.

Subchapter A. Elementary

19 TAC §§110.1-110.7

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the foundation curriculum.

§110.2. *English Language Arts and Reading, Kindergarten.*

(a) Introduction.

(1) In Kindergarten, students engage in many activities that help them develop their oral language skills and help them begin to read and write. Kindergarten students take part in language activities that extend their vocabulary and conceptual knowledge. Students learn to follow directions and develop the language of schooling. Students discuss the meanings of words from familiar and conceptually challenging selections read aloud. Students express themselves in complete thoughts. In Kindergarten, students listen to a wide variety of children's literature, including selections from classic and contemporary works. Students also listen to nonfiction and informational material. Students learn to listen attentively and ask and respond to questions and retell stories. Students know simple story structure and distinguish fiction from nonfiction. Kindergarten students identify and write the letters of the alphabet. Students learn that individual letters are different from printed words, that words have spaces between them, and that print is read from left-to-right and from top-to-bottom. Through meaningful and organized activities, kindergarten students learn that spoken language is composed of sequences of sounds. Students learn to segment and identify the sounds in spoken words. Students name each letter of the alphabet, begin to associate spoken sounds with the letter or letters that represent them, and begin to use this knowledge to read words and simple stories. In Kindergarten, students write the letters of the alphabet, their name, and other words. Initially, students dictate messages and stories for others to write. Students begin to use their knowledge of sounds and letters to write by themselves.

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

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

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

(5) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

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

(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);

(B) respond appropriately and courteously to directions and questions (K-3);

(C) participate in rhymes, songs, conversations, and discussions (K-3);

(D) listen critically to interpret and evaluate (K-3);

(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and

(F) identify the musical elements of literary language such as its rhymes or repeated sounds (K-1).

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

(A) connect experiences and ideas with those of others through speaking and listening (K-3); and

(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

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

(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);

(B) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3);

(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);

(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and

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

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

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

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

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

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

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

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

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

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

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

(E) know the difference between capital and lower-case letters (K-1);

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

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

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

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

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

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

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

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

(E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K); and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(B) understand simple story structure (K-1);

(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);

(D) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2); and

(E) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1).

(12) Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources. The student is expected to:

(A) identify relevant questions for inquiry such as "Why did knights wear armor?" (K-3);

(B) use pictures, print, and people to gather information and answer questions (K-1);

(C) draw conclusions from information gathered (K-3); and

(D) locate important areas of the library/media center (K-1).

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

(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and

(B) compare experiences of characters across cultures (K-3).

(14) Writing/spelling/penmanship. The student develops the foundations of writing. The student is expected to:

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

(B) write each letter of the alphabet, both capital and lowercase (K);

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

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

(E) gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke (K).

(15) Writing/composition. The student composes original texts. The student is expected to:

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

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

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

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

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

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

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

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

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

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

(a) Introduction.

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

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

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

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

(5) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the

tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

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

(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);

(B) respond appropriately and courteously to directions and questions (K-3);

(C) participate in rhymes, songs, conversations, and discussions (K-3);

(D) listen critically to interpret and evaluate (K-3);

(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and

(F) identify the musical elements of literary language such as its rhymes or repeated sounds (K-1).

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

(A) connect experiences and ideas with those of others through speaking and listening (K-3); and

(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

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

(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);

(B) use verbal and nonverbal communication in effective ways such as in making announcements, giving directions, or making introductions (K-3);

(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);

(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(B) use common spelling patterns to read words (1);

(C) use structural cues to recognize words such as compounds, base words, and inflections such as *-s*, *-es*, *-ed*, and *-ing* (1-2);

(D) identify multisyllabic words by using common syllable patterns (1-3);

(E) recognize high frequency irregular words such as *said*, *was*, *where*, and *is* (1-2);

(F) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and

(G) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

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

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (1);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" first grader reads approximately 60 wpm) (1);

(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (1); and

(D) self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3).

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

(A) read fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information (1); and

(B) use graphs, charts, signs, captions, and other informational texts to acquire information (1).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(B) understand simple story structure (K-1);

(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);

(D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);

(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);

(F) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1);

(G) analyze characters, including their traits, feelings, relationships, and changes (1-3);

(H) identify the importance of the setting to a story's meaning (1-3); and

(I) recognize the story problem(s) or plot (1-3).

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

(A) identify relevant questions for inquiry such as "What do pill bugs eat?" (K-3);

(B) use pictures, print, and people to gather information and answer questions (K-1);

(C) draw conclusions from information gathered (K-3);

(D) use alphabetical order to locate information (1-3);

(E) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3); and

(F) locate important areas of the library/media center (K-1).

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

(A) connect his/her own experiences with the life experiences, languages, customs, and culture of others (K-3); and

(B) compare experiences of characters across cultures (K-3).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(C) develop drafts (1-3);

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

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

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

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

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

(C) spell single syllable words that have r-controlled vowels such as in *burn* or *star*; that have the final consonants *f*, *l*,

and *s* such as in *miss* or *doll*; and that have *ck* as the final consonants such as in *buck* (1);

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

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

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

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

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

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

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

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

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

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

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

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

§110.4. *English Language Arts and Reading, Grade 2.*

(a) Introduction.

(1) In Grade 2, students read and write independently. Students have many opportunities to use spoken language. Second grade students understand that there are different purposes for speaking and listening. Students know how to attract and hold the attention of their classmates when they make announcements or share a story. Second grade students recognize a large number of words automatically and use a variety of word identification strategies to figure out words they do not immediately recognize. Students read regularly for understanding and fluency in a variety of genres, including selections from classic and contemporary works. Students read texts from which they acquire new information. Students summarize what they read and represent ideas gained from reading with story maps, charts, and drawings. Students use references, including dictionaries and glossaries, to build word meanings and confirm pronunciation. Second grade students revise and edit their own writing to make ideas more clear and precise. Students use appropriate capitalization and punctuation. Students use singular and plural nouns and adjust verbs for agreement. In Grade 2, students' penmanship is characterized by letters that are properly formed, words that are properly spaced, and overall compositions that are legible. Students begin to take simple notes and compile notes into outlines.

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

(3) The essential knowledge and skills as well as the student expectations for Grade 2 are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

(4) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations for Grade 2 as described in subsection (b) of this section.

(5) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

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

(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);

(B) respond appropriately and courteously to directions and questions (K-3);

(C) participate in rhymes, songs, conversations, and discussions (K-3);

(D) listen critically to interpret and evaluate (K-3);

(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and

(F) identify the musical elements of literary language such as its rhymes, repeated sounds, or instances of onomatopoeia (2-3).

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

(A) connect experiences and ideas with those of others through speaking and listening (K-3); and

(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

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

(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);

(B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3);

(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);

(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and

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

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

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

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

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

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

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

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

(C) recognize high frequency irregular words such as *said, was, where, and is* (1-2);

(D) identify multisyllabic words by using common syllable patterns (1-3);

(E) use structural cues to recognize words such as compound, base words, and inflections such as *-s, -es, -ed, and -ing* (1-2);

(F) use structural cues such as prefixes and suffixes to recognize words, for example, *un-* and *-ly* (2);

(G) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and

(H) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

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

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (2);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" second grader reads approximately 70 wpm) (2);

(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2);

(D) self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1- 3); and

(E) read silently for increasing periods of time (2-3).

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

(A) read classic and contemporary works (2-8);

(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and

(C) read to accomplish various purposes, both assigned and self-selected (2-3).

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

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

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

(C) develop vocabulary through reading (2-3); and

(D) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words (2-3).

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

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

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

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

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

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

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

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

(H) produce summaries of text selections (2-3); and

(I) represent text information in different ways, including story maps, graphs, and charts (2- 3).

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

(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating,

questioning) in writing, and through movement, music, art, and drama (2-3);

(B) demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology (2-3);

(C) support interpretations or conclusions with examples drawn from text (2-3); and

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

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

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

(B) identify text as written for entertainment (narrative) or for information (expository) (2);

(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);

(D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);

(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(F) understand and identify simple literary terms such as title, author, across illustrator across a variety of literary forms (texts) (2);

(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);

(H) analyze characters, including their traits, relationships, and changes (1-3);

(I) identify the importance of the setting to a story's meaning (1-3); and

(J) recognize the story problem(s) or plot (1-3).

(12) Reading inquiry/research. The student generates questions and conducts research using information from various sources. The student is expected to:

(A) identify relevant questions for inquiry such as "Why do birds build different kinds of nests?" (K-3);

(B) use alphabetical order to locate information (1-3);

(C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3);

(D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3);

(E) interpret and use graphic sources of information such as maps, charts, graphs, and diagrams (2-3);

(F) locate and use important areas of the library media center (2-3);

(G) demonstrate learning through productions and displays such as murals, written and oral reports, and dramatizations (2-3); and

(H) draw conclusions from information gathered (K-3).

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

(A) connect life experiences with the life experiences, language, customs, and culture of others (K-3); and

(B) compare experiences of characters across cultures (K-3).

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

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

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

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

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

(15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The student is expected to:

(A) gain increasing control of aspects of penmanship such as pencil grip, paper position, stroke, and posture, and using correct letter formation, appropriate size, and spacing (2);

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

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

(D) use more complex capitalization and punctuation with increasing accuracy such as proper nouns, abbreviations, commas, apostrophes, and quotation marks (2).

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

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

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

(C) write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2); and

(D) write with more proficient use of orthographic patterns and rules such as *keep/ cap, sack/ book, out/ cow* consonant doubling, dropping *e*, and changing *y* to *i* (2).

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

(A) use singular and plural forms of regular nouns (2);

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

(C) compose sentences with interesting, elaborated subjects (2-3); and

(D) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including *to be*, in final drafts (2-3).

(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

(A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3);

(B) develop drafts (1-3);

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

(D) edit for appropriate grammar, spelling, punctuation, and features of polished writings (2- 3);

(E) use available technology for aspects of writing, including word processing, spell checking, and printing (2-3); and

(F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and "publishing" them for audiences (2-3).

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

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

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

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

(D) use published pieces as models for writing (2-3); and

(E) review a collection of his/her own written work to monitor growth as a writer (2-3).

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

(A) write or dictate questions for investigating (2-3);

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

(C) take simple notes from relevant sources such as classroom guests, information books, and media sources (2-3); and

(D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3).

§110.5. *English Language Arts and Reading, Grade 3.*

(a) Introduction.

(1) In Grade 3, students read and write more independently than in any previous grade and spend significant blocks of time engaged in reading and writing on their own as well as in assigned tasks and projects. Students listen critically to spoken messages, think about their own contributions to discussions, and plan their oral presentations. Third grade students read grade-level material fluently and with comprehension. Students use root words, prefixes, suffixes, and derivational endings to recognize words. Students demonstrate knowledge of synonyms, antonyms, and multi-meaning words. Students are beginning to distinguish fact from opinion in texts. During class discussions, third grade students support their ideas and inferences by citing portions of the text being discussed. Students read in a variety of genres, including realistic and imaginative fiction, nonfiction, and poetry from classic and contemporary works. Third grade students write with more complex capitalization and punctuation such as proper nouns and commas in a series. Students write with more proficient spelling of contractions and homonyms. Third grade students write longer and more elaborate sentences and organize their writing into larger units of text. Students write several drafts to produce a final product. Students revise their writing to improve coherence, progression, and logic and edit final drafts to reflect standard grammar and usage. Students master manuscript writing and may begin to use cursive writing.

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

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

(4) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations for Grade 3 as described in subsection (b) of this section.

(5) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(6) It is the goal of the state that all children read on grade level by the end of Grade 3 and continue to read on grade level or higher throughout their schooling.

(b) Knowledge and skills.

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

(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);

(B) respond appropriately and courteously to directions and questions (K-3);

(C) participate in rhymes, songs, conversations, and discussions (K-3);

(D) listen critically to interpret and evaluate (K-3);

(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and

(F) identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (2-3).

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

(A) connect experiences and ideas with those of others through speaking and listening (K-3); and

(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

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

(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);

(B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3);

(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);

(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and

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

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

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

(B) clarify and support spoken messages using appropriate props, including objects, pictures, and charts (K-3); and

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

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

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

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

(C) identify multisyllabic words by using common syllable patterns (1-3);

(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3);

(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and

(F) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

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

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (3);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the "typical" third grader reads 80 wpm) (3);

(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3);

(D) self-select independent-level reading such as by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and

(E) read silently for increasing periods of time (2-3).

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

(A) read classic and contemporary works (2-8);

(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and

(C) read to accomplish various purposes, both assigned and self-selected (2-3).

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

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

(B) develop vocabulary through reading (2-3);

(C) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words (2-3); and

(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).

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

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

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

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

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

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

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

(G) identify similarities and differences across texts such as in topics, characters, and themes (3);

(H) produce summaries of text selections (2-3);

(I) represent text information in different ways, including through story maps, graphs, and charts (2-3);

(J) distinguish fact from opinion in various texts, including news stories and advertisements (3); and

(K) practice different kinds of questions and tasks, including test-like comprehension questions (3).

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

(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama (2-3);

(B) demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology (2-3);

(C) support interpretations or conclusions with examples drawn from text (2-3); and

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

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

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

(B) distinguish fiction from nonfiction, including fact and fantasy (K-3);

(C) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);

(D) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(E) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5);

(F) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);

(G) compare communications in different forms, including contrasting a dramatic performance with a print version of the same story (3);

(H) analyze characters, including their traits, feelings, relationships, and changes (1-3);

(I) identify the importance of the setting to a story's meaning (1-3); and

(J) recognize the story problem(s) or plot (1-3).

(12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources. The student is expected to:

(A) identify relevant questions for inquiry such as "What Native American tribes inhabit(ed) Texas?" (K-3);

(B) use alphabetical order to locate information (1-3);

(C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3);

(D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3);

(E) interpret and use graphic sources of information, including maps, charts, graphs, and diagrams (2-3);

(F) locate and use important areas of the library media center (2-3);

(G) organize information in systematic ways, including notes, charts, and labels (3);

(H) demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations (2-3);

(I) use compiled information and knowledge to raise additional, unanswered questions (3); and

(J) draw conclusions from information gathered (K-3).

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

(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and

(B) compare experiences of characters across cultures (K-3).

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

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

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

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

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

(15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The student is expected to:

(A) gain more proficient control of all aspects of penmanship (3); and

(B) use capitalization and punctuation such as commas in a series, apostrophes in contractions such as *can't* and possessives such as *Robin's*, quotation marks, proper nouns, and abbreviations with increasing accuracy (3).

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

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

(B) spell multisyllabic words using regularly spelled phonogram patterns (3);

(C) write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as *-ing*, *-ed*, or *-able* are added (3);

(D) write with more proficient use of orthographic patterns and rules such as *oi/ toy*, *match/speech*, *badge/cage*, consonant doubling, dropping *e*, and changing *y* to *i* (3);

(E) write with more proficient spelling of contractions, compounds, and homonyms such as *hair-hare* and *bear-bare* (3);

(F) write with accurate spelling of syllable constructions such as closed, open, consonant before *-le*, and syllable boundary patterns (3-6);

(G) spell words ending in *-tion* and *-sion* such as *station* and *procession* (3); and

(H) use resources to find correct spellings, synonyms, or replacement words (1-3).

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

(A) use correct irregular plurals such as *sheep* (3);

(B) use singular and plural forms of regular nouns and adjust verbs for agreement (3);

(C) compose elaborated sentences in written texts and use the appropriate end punctuation (3);

(D) compose sentences with interesting, elaborated subjects (2-3); and

(E) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including

pronouns that agree in number; and appropriate verb tenses, including *to be*, in final drafts (2-3).

(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

(A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3);

(B) develop drafts (1-3);

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

(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);

(E) use available technology for aspects of writing such as word processing, spell checking, and printing (2-3); and

(F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences (2-3).

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

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

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

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

(D) use published pieces as models for writing (2-3); and

(E) review a collection of his/her own written work to monitor growth as a writer (2-3).

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

(A) write or dictate questions for investigating (K-3);

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

(C) take simple notes from relevant sources such as classroom guests, books, and media sources (2-3); and

(D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3).

§110.6. *English Language Arts and Reading, Grade 4.*

(a) Introduction.

(1) In Grade 4, students spend significant blocks of time engaged in reading and writing independently. Fourth grade students are critical listeners and analyze a speaker's intent such as to entertain or to persuade. When speaking, they adapt their language to the audience, purpose, and occasion. Students continue to read classic and contemporary selections. Fourth grade students read with a growing interest in a wide variety of topics and adjust their reading approach to various forms of texts. Students expand their vocabulary systematically across the curriculum. Students read for meaning and can paraphrase texts. Students are able to connect, compare, and

contrast ideas. Fourth grade students can identify and follow varied text structures such as chronologies and cause and effect. Students produce summaries of texts and engage in more sophisticated analysis of characters, plots, and settings. Fourth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Their writing takes on style and voice. Fourth grade students write in complete sentences. Students vary sentence structure and use adjectives, adverbs, prepositional phrases, and conjunctions. Fourth grade students are proficient spellers. Students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students can produce a final, polished copy of a written composition. Fourth grade students understand and use visual media and can compare and contrast visual media to print.

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

(3) The essential knowledge and skills as well as the student expectations for Grade 4 are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

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

(5) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:

(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);

(B) eliminate barriers to effective listening (4-8); and

(C) understand the major ideas and supporting evidence in spoken messages (4-8).

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:

(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);

(B) identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery (4-5);

(C) distinguish between the speaker's opinion and verifiable fact (4-8); and

(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).

(3) Listening/speaking/appreciation. The student listens, enjoys, and appreciates spoken language. The student is expected to:

(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);

(B) describe how the language of literature affects the listener (4-5); and

(C) assess how language choice and delivery affect the tone of the message (4-5).

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

(A) connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening (4-8);

(B) compare oral traditions across regions and cultures (4-8); and

(C) identify how language use such as labels and sayings reflects regions and cultures (4-8).

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

(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);

(B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8);

(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);

(D) use effective rate, volume, pitch, and tone for the audience and setting (4-8);

(E) give precise directions and instructions such as in games and tasks (4-5); and

(F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8).

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

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);

(B) use structural analysis to identify root words with prefixes such as *dis-*, *non-*, *in-*; and suffixes such as *-ness*, *-tion*, *-able* (4-6); and

(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).

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

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (4);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fourth grader reads approximately 90 wpm) (4);

(C) demonstrate characteristics of fluent and effective reading (4-6);

(D) adjust reading rate based on purposes for reading (4-8);

(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and

(F) read silently with increasing ease for longer periods (4-8).

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

(A) read classic and contemporary works (2-8);

(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and

(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) develop vocabulary by listening to selections read aloud (4-8);

(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);

(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);

(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, *un-* (4-8); and

(E) study word meanings systematically such as across curricular content areas and through current events (4-8).

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(A) use his/her own knowledge and experience to comprehend (4-8);

(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);

(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);

(D) describe mental images that text descriptions evoke (4-8);

(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);

(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);

(G) paraphrase and summarize text to recall, inform, and organize ideas (4-8);

(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);

(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);

(J) distinguish fact and opinion in various texts (4-8);

(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like question forms such as multiple choice, true-false, and short answer (4-8); and

(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:

(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);

(B) interpret text ideas through such varied means as journal writing, discussion, enactment, media (4-8);

(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:

(A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5);

(B) recognize that authors organize information in specific ways (4-5);

(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);

(D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);

(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5);

(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);

(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);

(I) recognize and analyze story plot, setting, and problem resolution (4-8); and

(J) describe how the author's perspective or point of view affects the text (4-8).

(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:

(A) form and revise questions for investigations, including questions arising from interests and units of study (4-5);

(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);

(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);

(D) interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions (4-5);

(E) summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts (4-8);

(F) produce research projects and reports in effective formats, using visuals to support meaning, as appropriate (4-8);

(G) draw conclusions from information gathered from multiple sources (4-8); and

(H) use compiled information and knowledge to raise additional, unanswered questions (3-8).

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

(A) compare text events with his/her own and other readers' experiences (4-8);

(B) determine distinctive and common characteristics of cultures through wide reading (4-8); and

(C) articulate and discuss themes and connections that cross cultures (4-8).

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

(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);

(B) write to influence such as to persuade, argue, and request (4-8);

(C) write to inform such as to explain, describe, report, and narrate (4-8);

(D) write to entertain such as to compose humorous poems or short stories (4-8);

(E) exhibit an identifiable voice in personal narratives and in stories (4-5); and

(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5).

(16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to:

(A) write legibly by selecting cursive or manuscript as appropriate (4-8); and

(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).

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

(A) write with accurate spelling of syllable constructions, including closed, open, consonant before *-le*, and syllable boundary patterns (3-6);

(B) write with accurate spelling of roots such as *drink*, *speak*, *read*, or *happy*, inflections such as those that change tense or number, suffixes such as *-able* or *-less*, and prefixes such as *re-* or *un-* (4-6);

(C) use resources to find correct spellings (4-8); and

(D) spell accurately in final drafts (4-8).

(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:

(A) use regular and irregular plurals correctly (4-6);

(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);

(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);

(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);

(E) use prepositional phrases to elaborate written ideas (4-8);

(F) use conjunctions to connect ideas meaningfully (4-5);

(G) write with increasing accuracy when using apostrophes in contractions such as *it's* and possessives such as *Jan's* (4-8); and

(H) write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me." (4-5).

(19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8);

(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);

(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);

(D) revise drafts for coherence, progression, and logical support of ideas (4-8);

(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);

(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);

(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);

(H) proofread his/her own writing and that of others (4-8); and

(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).

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

(A) apply criteria to evaluate writing (4-8);

(B) respond in constructive ways to others' writings (4-8);

(C) evaluate how well his/her own writing achieves its purposes (4-8);

(D) analyze published examples as models for writing (4-8); and

(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8).

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

(A) frame questions to direct research (4-8);

(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);

(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);

(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);

(E) present information in various forms using available technology (4-8); and

(F) evaluate his/her own research and raise new questions for further investigation (3-8).

(22) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:

(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8); and

(B) correspond with peers or others via e-mail or conventional mail (4-8).

(23) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:

(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);

(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8); and

(C) use media to compare ideas and points of view (4-8).

(24) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to:

(A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings (4-5); and

(B) compare and contrast print, visual, and electronic media such as film with written story (4-8).

(25) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The student is expected to:

(A) select, organize, or produce visuals to complement and extend meanings (4-8); and

(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).

§110.7. *English Language Arts and Reading, Grade 5.*

(a) Introduction.

(1) In Grade 5, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions. Fifth grade students can identify a speaker's persuasive technique such as promises, dares, and flattery in presentations. Students read from classic and contemporary selections and informational text. Fifth grade students are able to judge the internal consistency or logic of stories and texts. Students recognize the way an author organizes information and engage in

more sophisticated analysis of characters, plots, and settings. Fifth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use conjunctions to connect ideas. Students are able to use literary devices such as suspense, dialogue, and figurative language in their writing. Fifth grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Fifth grade students search out multiple texts to complete research reports or projects. Students use visuals to support their research projects.

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

(3) The essential knowledge and skills as well as the student expectations for Grade 5 are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

(4) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations for Grade 5 as described in subsection (b) of this section.

(5) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:

(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);

(B) eliminate barriers to effective listening (4-8); and

(C) understand the major ideas and supporting evidence in spoken messages (4-8).

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:

(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);

(B) identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery (4-5);

(C) distinguish between the speaker's opinion and verifiable fact (4-8); and

(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).

(3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The student is expected to:

(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);

(B) describe how the language of literature affects the listener (4-5); and

(C) assess how language choice and delivery affect the tone of the message (4-5).

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

(A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8);

(B) compare oral traditions across regions and cultures (4-8); and

(C) identify how language use such as labels and sayings reflects regions and cultures (4-8).

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

(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);

(B) demonstrate effective communications skills that reflect demands such as interviewing, reporting, requesting, and providing information (4-8);

(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);

(D) use effective rate, volume, pitch, and tone for the audience and setting (4-8);

(E) give precise directions and instructions such as for games and tasks (4-5); and

(F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8).

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

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);

(B) use structural analysis to identify root words with prefixes such as *dis-*, *non-*, and *in-*; and suffixes such as *-ness*, *-tion*, and *-able* (4-6); and

(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).

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

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (5);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" 5th grader reads approximately 100 wpm) (5);

(C) demonstrate characteristics of fluent and effective reading (4-6);

(D) adjust reading rate based on purposes for reading (4-8);

(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and

(F) read silently with increasing ease for longer periods (4-8).

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

(A) read classic and contemporary works (2-8);

(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and

(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) develop vocabulary by listening to selections read aloud (4-8);

(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);

(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);

(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, and *un-* (4-8); and

(E) study word meanings systematically such as across curricular content areas and through current events (4-8).

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(A) use his/her own knowledge and experience to comprehend (4-8);

(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);

(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);

(D) describe mental images that text descriptions evoke (4-8);

(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);

(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);

(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);

(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);

(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);

(J) distinguish fact and opinion in various texts (4-8);

(K) answer different types and levels of questions such as open-ended, literal and interpretative as well as test-like questions such as multiple choice, true-false, and short-answer (4-8); and

(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:

(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);

(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);

(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:

(A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5);

(B) recognize that authors organize information in specific ways (4-5);

(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);

(D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);

(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue and scene across a variety of literary forms (texts) (3-5);

(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);

(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);

(I) recognize and analyze story plot, setting, and problem resolution (4-8); and

(J) describe how the author's perspective or point of view affects the text (4-8).

(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:

(A) form and revise questions for investigations, including questions arising from interest and units of study (4-5);

(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);

(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);

(D) interpret and use graphic sources of information such as maps, graphs, time lines, tables, or diagrams to address research questions (4-5);

(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);

(F) produce research projects and reports in effective formats using visuals to support meaning as appropriate (4-5);

(G) draw conclusions from information gathered from multiple sources (4-8); and

(H) use compiled information and knowledge to raise additional, unanswered questions (3-8).

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

(A) compare text events with his/her own and other readers' experiences (4-8);

(B) determine distinctive and common characteristics of cultures through wide reading (4-8); and

(C) articulate and discuss themes and connections that cross cultures (4-8).

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

(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);

(B) write to influence such as to persuade, argue, and request (4-8);

(C) write to inform such as to explain, describe, report, and narrate (4-8);

(D) write to entertain such as to compose humorous poems or short stories (4-8);

(E) exhibit an identifiable voice in personal narratives and in stories (4-5);

(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5); and

(G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8).

(16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly. The student is expected to:

(A) write legibly by selecting cursive or manuscript as appropriate (4-8); and

(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).

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

(A) write with accurate spelling of syllable constructions, including closed, open, consonant before *-le*, and syllable boundary patterns (3-6);

(B) write with accurate spelling of roots such as *drink*, *speak*, *read*, or *happy*, inflections such as those that change tense or number, suffixes such as *-able* or *-less*, and prefixes such as *re-* or *un-* (4-6);

(C) use resources to find correct spellings (4-8); and

(D) spell accurately in final drafts (4-8).

(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:

(A) use regular and irregular plurals correctly (4-6);

(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);

(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);

(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);

(E) use prepositional phrases to elaborate written ideas (4-8);

(F) use conjunctions to connect ideas meaningfully (4-5);

(G) write with increasing accuracy when using apostrophes in contractions such as *it's* and possessives such as *Jan's* (4-8); and

(H) write with increasing accuracy when using objective case pronouns such as "Can you ride with my mom and me?" (4-5).

(19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8);

(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);

(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);

(D) revise drafts for coherence, progression, and logical support of ideas (4-8);

(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);

(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);

(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);

(H) proofread his/her own writing and that of others (4-8); and

(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).

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

(A) apply criteria to evaluate writing (4-8);

(B) respond in constructive ways to others' writing (4-8);

(C) evaluate how well his/her own writing achieves its purposes (4-8);

(D) analyze published examples as models for writing (4-8); and

(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8).

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

(A) frame questions to direct research (4-8);

(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);

(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, or on-line searches (4-8);

(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);

(E) present information in various forms using available technology (4-8); and

(F) evaluate his/her own research and raise new questions for further investigation (4-8).

(22) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:

(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8); and

(B) correspond with peers or others via e-mail or conventional mail (4-8).

(23) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:

(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);

(B) interpret important events and ideas gleaned from maps, charts, graphics, video segments or technology presentations (4-8); and

(C) use media to compare ideas and points of view (4-8).

(24) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to:

(A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings (4-5); and

(B) compare and contrast print, visual, and electronic media such as film with written story (4-8).

(25) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The student is expected to:

(A) select, organize, or produce visuals to complement and extend meanings (4-8); and

(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Criss Cloudt

Associate Commissioner, Policy Planning and Research

Texas Education Agency

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For further information, please call: (512) 463-9701



Subchapter B. Middle School

19 TAC §§110.21-110.26

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the foundation curriculum.

§110.21. *Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Middle School.*

The provisions of this subchapter shall be implemented by school districts beginning September 1, 1998, and at that time shall supersede §75.23(m) and §75.41 of this title (relating to English Language Arts).

§110.22. *English Language Arts and Reading, Grade 6.*

(a) Introduction.

(1) In Grade 6, students master previously learned skills in increasingly complex presentations, reading selections, and written compositions. Sixth grade students take notes during oral presentations and organize and summarize spoken messages. Students evaluate their own oral presentations. Sixth grade students read widely in classic and contemporary selections and informational texts. Students are able to understand idioms, multi-meaning words, and analogies in text. Students can distinguish denotative and connotative meanings of words and use word origins as an aid to understand historical influences on word meanings. Students use study strategies to learn and recall important ideas. Students recognize literary devices such as flashback, foreshadowing, and symbolism. Sixth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use more complex punctuation such as hyphens, semicolons, and possessives. Sixth grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Students search out multiple texts to complete research reports and projects. Sixth grade students evaluate the purposes and effects of film, print, and technology presentations. Students assess how language, medium, and presentation contribute to meaning.

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

(3) The essential knowledge and skills as well as the student expectations for Grade 6 are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

(4) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations at Grade 6 as described in subsection (b) of this section.

(5) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:

(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);

(B) eliminate barriers to effective listening (4-8);

(C) understand the major ideas and supporting evidence in spoken messages (4-8); and

(D) listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8).

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:

(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);

(B) identify and analyze a speaker's persuasive techniques such as selling, convincing, and using propaganda (6);

(C) distinguish between the speaker's opinion and verifiable fact (4-8);

(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8);

(E) compare his/her own perception of a spoken message with the perception of others (6-8); and

(F) evaluate a spoken message in terms of its content, credibility, and delivery (6-8).

(3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The student is expected to:

(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);

(B) analyze oral interpretations of literature for effects on the listener (6-8); and

(C) analyze the use of aesthetic language for its effects (6-8).

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

(A) connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening (4-8);

(B) compare oral traditions across regions and cultures (4-8); and

(C) identify how language use such as labels and sayings reflects regions and cultures (4-8).

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

(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);

(B) demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8);

(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);

(D) generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8);

(E) use effective rate, volume, pitch, and tone for the audience and setting (4-8); and

(F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8).

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

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);

(B) use structural analysis to identify root words with prefixes such as *dis-*, *non-*, *in-*, and suffixes such as *-ness*, *-tion*, and *-able* (4-6); and

(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).

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

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (6);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (6);

(C) demonstrate characteristics of fluent and effective readers (4-6);

(D) adjust reading rate based on purposes for reading (4-8);

(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and

(F) read silently with increasing ease for longer periods (4-8).

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

(A) read classic and contemporary works (2-8);

(B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8);

(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8); and

(D) read to take action such as to complete forms, make informed recommendations, and write a response (6-8).

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) develop vocabulary by listening to selections read aloud (4-8);

(B) draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8);

(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);

(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay* or *happy* and affixes such as *dis-*, *pre-* or *un-* (4-8);

(E) study word meanings systematically such as across curricular content areas and through current events (4-8);

(F) distinguish denotative and connotative meanings (6-8); and

(G) use word origins as an aid to understanding historical influences on English word meanings (6-8).

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(A) use his/her own knowledge and experience to comprehend (4-8);

(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);

(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);

(D) describe mental images that text descriptions evoke (4-8);

(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);

(F) determine a text's main (or major ideas) and how those ideas are supported with details (4-8);

(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);

(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);

(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);

(J) distinguish fact and opinion in various texts (4-8);

(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8);

(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8); and

(M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:

(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);

(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);

(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:

(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);

(B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);

(C) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(D) understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts) (6-7);

(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);

(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);

(G) recognize and analyze story plot, setting, and problem resolution (4-8);

(H) describe how the author's perspective or point of view affects the text (4-8);

(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8);

(J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8); and

(K) recognize how style, tone, and mood contribute to the effect of the text (6-8).

(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:

(A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8);

(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);

(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);

(D) interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (4-8);

(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);

(F) produce research projects and reports in effective formats for various audiences (6-8);

(G) draw conclusions from information gathered from multiple sources (4-8);

(H) use compiled information and knowledge to raise additional, unanswered questions (3-8); and

(I) present organized statements, reports, and speeches using visuals or media to support meaning, as appropriate (6-8);

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

(A) compare text events with his/her own and other readers' experiences (4-8);

(B) determine distinctive and common characteristics of cultures through wide reading (4-8); and

(C) articulate and discuss themes and connections that cross cultures (4-8).

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

(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);

(B) write to influence such as to persuade, argue, and request (4-8);

(C) write to inform such as to explain, describe, report, and narrate (4-8);

(D) write to entertain such as to compose humorous poems or short stories (4-8);

(E) select and use voice and style appropriate to audience and purpose (6-8);

(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions (6);

(G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8); and

(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).

(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The student is expected to:

(A) write legibly by selecting cursive or manuscript as appropriate (4-8);

(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8);

(C) write with accurate spelling of syllable constructions, including closed, open, consonant before *-le*, and syllable boundary patterns (3-6);

(D) write with accurate spelling of roots such as *drink*, *speak*, *read*, or *happy*, inflections such as those that change tense or number, suffixes such as *-able* or *-less*, and prefixes such as *re-* or *un-* (4-6);

(E) use resources to find correct spellings (4-8);

(F) spell accurately in final drafts (4-8); and

(G) understand the influence of other languages and cultures on the spelling of English words (6-8).

(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:

(A) use regular and irregular plurals correctly (4-6);

(B) write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses (6);

(C) use conjunctions to connect ideas meaningfully (4-8);

(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);

(E) use prepositional phrases to elaborate written ideas (4-8);

(F) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);

(G) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8);

(H) write with increasing accuracy when using apostrophes in contractions such as *doesn't* and possessives such as *Maria's* (4-8); and

(I) write with increasing accuracy when using pronoun case such as "He and they joined him." (6-8).

(18) Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8);

(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);

(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);

(D) revise drafts for coherence, progression, and logical support of ideas (4-8);

(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);

(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);

(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);

(H) proofread his/her own writing and that of others (4-8); and

(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).

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

(A) apply criteria to evaluate writing (4-8);

(B) respond in constructive ways to others' writings (4-8);

(C) evaluate how well his/her own writing achieves its purposes (4-8);

(D) analyze published examples as models for writing (4-8); and

(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8).

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

(A) frame questions to direct research (4-8);

(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);

(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);

(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);

(E) present information in various forms using available technology (4-8);

(F) evaluate his/her own research and raise new questions for further investigation (4-8); and

(G) follow accepted formats for writing research, including documenting sources (6-8).

(21) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:

(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8); and

(B) correspond with peers or others via e-mail or conventional mail (4-8).

(22) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:

(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);

(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8); and

(C) use media to compare ideas and points of view (4-8).

(23) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to:

(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8);

(B) compare and contrast print, visual, and electronic media such as film with written story (4-8);

(C) evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8); and

(D) evaluate how different media forms influence and inform (6-8).

(24) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The student is expected to:

(A) select, organize, or produce visuals to complement and extend meanings (4-8);

(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8); and

(C) assess how language, medium, and presentation contribute to the message (6-8).

§110.23. *English Language Arts and Reading, Grade 7.*

(a) Introduction.

(1) In Grade 7, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions. Seventh grade students analyze a speaker's persuasive techniques and credibility. Students evaluate a spoken message in terms of its content, credibility, and delivery. Seventh grade students continue to read widely in classic and contemporary selections and informational texts. Students use knowledge of Greek and Latin roots and prefixes and suffixes in reading. Students recognize how style, tone, and mood contribute to the effect of the text. Seventh grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use verb tenses appropriately and consistently such as present, past,

future, perfect, and progressive. Seventh grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Seventh grade students draw data from multiple primary and secondary sources for use in research reports and projects.

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

(3) The essential knowledge and skills as well as the student expectations for Grade 7 are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

(4) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations at Grade 7 as described in subsection (b) of this section.

(5) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:

(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);

(B) eliminate barriers to effective listening (4-8);

(C) understand the major ideas and supporting evidence in spoken messages (4-8); and

(D) listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8).

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:

(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);

(B) analyze a speaker's persuasive techniques and credibility (7-8);

(C) distinguish between the speaker's opinion and verifiable fact (4-8);

(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8);

(E) compare his/her own perception of a spoken message with the perception of others (6-8); and

(F) evaluate a spoken message in terms of its content, credibility, and delivery (6-8).

(3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The student is expected to:

(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);

(B) analyze oral interpretations of literature for effects on the listener (6-8); and

(C) analyze the use of aesthetic language for its effects (6-8).

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

(A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8);

(B) compare oral traditions across regions and cultures (4-8); and

(C) identify how language use such as labels and sayings reflects regions and cultures (4-8).

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

(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);

(B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8);

(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);

(D) generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8);

(E) use effective rate, volume, pitch, and tone for the audience and setting (4-8); and

(F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8).

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

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);

(B) use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8); and

(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).

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

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (7);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (7);

(C) adjust reading rate based on purposes for reading (4-8);

(D) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and

(E) read silently with increasing ease for longer periods (4-8).

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

(A) read classic and contemporary works (2-8);

(B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8);

(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8); and

(D) read to take action such as to complete forms, make informed recommendations, and write a response (6-8).

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) develop vocabulary by listening to selections read aloud (4-8);

(B) draw on experiences to bring meanings to words in context such as interpreting figurative language idioms, multiple-meaning words, and analogies (6-8);

(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meaning and usage (4-8);

(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, or *un-* (4-8);

(E) study word meanings systematically such as across curricular content areas and through current events (4-8);

(F) distinguish denotative and connotative meanings (6-8); and

(G) use word origins as an aid to understanding historical influences on English word meanings (6-8).

(10) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to:

(A) use his/her own knowledge and experience to comprehend (4-8);

(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);

(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);

(D) describe mental images that text descriptions evoke (4-8);

(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);

(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);

(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);

(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);

(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);

(J) distinguish fact and opinion in various texts (4-8);

(K) answer different types and levels of questions such as open-ended, literal, and interpretive as well as test-like questions such as multiple choice, true-false, and short answer (4-8);

(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8); and

(M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:

(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);

(B) interpret text ideas through such varied means journal writing, discussion, enactment, and media (4-8);

(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:

(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);

(B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);

(C) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(D) understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts) (6-7);

(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);

(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);

(G) recognize and analyze story plot, setting, and problem resolution (4-8);

(H) describe how the author's perspective or point of view affects the text (4-8);

(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8);

(J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8); and

(K) recognize how style, tone, and mood contribute to the effect of the text (6-8).

(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:

(A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8);

(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);

(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);

(D) interpret and use graphic sources of information such as maps, graphs, timelines or tables to address research questions (4-8);

(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);

(F) produce research projects and reports in effective formats for various audiences (6-8);

(G) draw conclusions from information gathered from multiple sources (4-8);

(H) use compiled information and knowledge to raise additional, unanswered questions (3-8); and

(I) present organized statements, reports, and speeches using visuals or media to support meaning (6-8).

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

(A) compare text events with his/her own and other readers' experiences (4-8);

(B) determine distinctive and common characteristics of cultures through wide reading (4-8); and

(C) articulate and discuss themes and connections that cross cultures (4-8).

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

(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);

(B) write to influence such as to persuade, argue, and request (4-8);

(C) write to inform such as to explain, describe, report, and narrate (4-8);

(D) write to entertain such as to compose humorous poems or short stories (4-8);

(E) select and use voice and style appropriate to audience and purpose (6-8);

(F) choose the appropriate form for his/her own purpose for writing such as journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions (7-8);

(G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8); and

(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).

(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly. The student is expected to:

(A) write legibly by selecting cursive or manuscript as appropriate (4-8);

(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8);

(C) spell derivatives correctly by applying the spellings of bases and affixes (7-8);

(D) spell frequently misspelled words correctly such as *their*, *they're*, and *there* (7-8);

(E) use resources to find correct spellings (4-8);

(F) spell accurately in final drafts (4-8); and

(G) understand the influence of other languages and cultures on the spelling of English words (6-8).

(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:

(A) write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7-8);

(B) use conjunctions to connect ideas meaningfully (4-8);

(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);

(D) use adjectives (comparatives and superlatives forms) and adverbs appropriately to make writing vivid or precise (4-8);

(E) use prepositional phrases to elaborate written ideas (4-8);

(F) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8);

(G) write with increasing accuracy when using apostrophes in contractions such as *won't* and possessives such as *Smith's* (4-8); and

(H) write with increasing accuracy when using pronoun case such as "She had the party." (6-8).

(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8);

(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);

(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);

(D) revise drafts for coherence, progression, and logical support of ideas (4-8);

(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);

(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);

(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);

(H) proofread his/her own writing and that of others (4-8); and

(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).

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

(A) apply criteria to evaluate writing (4-8);

(B) respond in constructive ways to others' writings (4-8);

(C) evaluate how well his/her own writing achieves its purposes (4-8);

(D) analyze published examples as models for writing (4-8); and

(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8).

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

(A) frame questions to direct research (4-8);

(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);

(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);

(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);

(E) present information in various forms using available technology (4-8);

(F) evaluate his/her own research and frame new questions for further investigation (4-8); and

(G) follow accepted formats for writing research, including documenting sources (6-8).

(21) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:

(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8);

(B) correspond with peers or others via e-mail or conventional mail (4-8); and

(C) identify challenges faced by published authors and strategies they use to compose various types of text (7-8).

(22) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:

(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);

(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8); and

(C) use media to compare ideas and points of view (4-8).

(23) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to:

(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8);

(B) compare and contrast print, visual, and electronic media such as film with written story (4-8);

(C) evaluate the purposes and effects of various media such as film, print, and technology presentations (6-8); and

(D) evaluate how different media forms influence and inform (6-8).

(24) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The student is expected to:

(A) select, organize, or produce visuals to complement and extend meanings (4-8);

(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8); and

(C) assess how language, medium, and presentation contribute to the message (6-8).

§110.24. *English Language Arts and Reading, Grade 8.*

(a) Introduction.

(1) In Grade 8, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and writing. Eighth grade students continue to read widely in classic and contemporary selections and informational texts. Students are able to identify characteristics of various literary forms. Eighth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students produce multi-paragraph compositions with varied sentence structure. Eighth grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Students use citations competently and write by following accepted formats for research reports. Eighth grade students present oral and written reports, including presentations strengthened by visuals and media.

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

(3) The essential knowledge and skills as well as the student expectations for Grade 8 are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

(4) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations at Grade 8 as described in subsection (b) of this section.

(5) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:

- (A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);
- (B) eliminate barriers to effective listening (4-8);
- (C) understand the major ideas and supporting evidence in spoken messages (4-8); and
- (D) listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8).

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:

- (A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);
- (B) analyze a speaker's persuasive techniques and credibility (7-8);
- (C) distinguish between the speaker's opinion and verifiable fact (4-8);
- (D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8);
- (E) compare his/her own perception of a spoken message with the perception of others (6-8); and
- (F) evaluate a spoken message in terms of its content, credibility, and delivery (6-8).

(3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The student is expected to:

- (A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);
- (B) analyze oral interpretations of literature for effects on the listener (6-8); and
- (C) analyze the use of aesthetic language for its effects (6-8).

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

- (A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8);
- (B) compare oral traditions across regions and cultures (4-8); and
- (C) identify how language use such as labels and sayings reflects regions and cultures (4-8).

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

- (A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);

(B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8);

- (C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);
- (D) generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8);
- (E) use effective rate, volume, pitch, and tone for the audience and setting (4-8); and
- (F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8).

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

- (A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);
- (B) use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8); and
- (C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).

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

- (A) read regularly in independent-level materials (texts in which approximately no more than 1 in 20 words is difficult for the reader) (8);
- (B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (8);
- (C) adjust reading rate based on purposes for reading (4-8);
- (D) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and
- (E) read silently with increasing ease for longer periods (4-8).

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

- (A) read classic and contemporary works (2-8);
- (B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8);
- (C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8); and
- (D) read to take action such as to complete forms, to make informed recommendations, and write a response (6-8).

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

- (A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);

(A) develop vocabulary by listening to selections read aloud (4-8);

(B) draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8);

(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);

(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, or *un-* (4-8);

(E) study word meanings systematically such as across curricular content areas and through current events (4-8);

(F) distinguish denotative and connotative meanings (6-8); and

(G) use word origins as an aid to understanding historical influences on English word meanings (6-8).

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(A) use his/her own knowledge and experience to comprehend (4-8);

(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);

(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);

(D) describe mental images that text descriptions evoke (4-8);

(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);

(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);

(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);

(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);

(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);

(J) distinguish fact and opinion in various texts (4-8);

(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8);

(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8); and

(M) use study strategies to learn and recall important ideas from texts such as preview, question, rehearse, and record (6-8).

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:

(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);

(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);

(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).

(12) Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:

(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);

(B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);

(C) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(D) understand and identify literary terms such as playwright, theater, stage, act, dialogue, dialect, analogy, and scene across a variety of literary forms (texts) (8);

(E) understand literary forms by recognizing and distinguishing among such types of text as myths, fables, tall tales, limericks, plays, biographies, autobiographies, tragedy, and comedy (8);

(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);

(G) recognize and analyze story plot, setting, and problem resolution (4-8);

(H) describe how the author's perspective or point of view affects the text (4-8);

(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8);

(J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8); and

(K) recognize how style, tone, and mood contribute to the effect of the text (6-8).

(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:

(A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8);

(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);

(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);

(D) interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (4-8);

(E) summarize record and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);

(F) produce research projects and reports in effective formats for various audiences (6-8);

(G) draw conclusions from information gathered from multiple sources (4-8);

(H) use compiled information and knowledge to raise additional, unanswered questions (3-8); and

(I) present organized statements, reports, and speeches using visuals or media to support meaning (6-8).

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

(A) compare text events with his/her own and other readers' experiences (4-8);

(B) determine distinctive and common characteristics of cultures through wide reading (4-8); and

(C) articulate and discuss themes and connections that cross cultures (4-8).

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

(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);

(B) write to influence such as to persuade, argue, and request (4-8);

(C) write to inform such as to explain, describe, report, and narrate (4-8);

(D) write to entertain such as to compose humorous poems or short stories (4-8);

(E) select and use voice and style appropriate to audience and purpose (6-8);

(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions (7-8);

(G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8); and

(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).

(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The student is expected to:

(A) write legibly by selecting cursive or manuscript as appropriate (4-8);

(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semi-colons, colons, possessives, and sentence punctuation (6-8);

(C) spell derivatives correctly by applying the spellings of bases and affixes (7-8);

(D) spell frequently misspelled words correctly such as *their*, *they're*, and *there* (7-8);

(E) use resources to find correct spellings (4-8);

(F) spell accurately in final drafts (4-8); and

(G) understand the influence of other languages and cultures on the spelling of English words (6-8).

(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:

(A) write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7-8);

(B) use conjunctions to connect ideas meaningfully (4-8);

(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);

(D) use adjectives (comparatives and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);

(E) use prepositional phrases to elaborate written ideas (4-8);

(F) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8);

(G) write with increasing accuracy when using apostrophes in contractions such as *doesn't* and possessives such as *Texas's* (4-8); and

(H) write with increasing accuracy when using pronoun case such as "She stepped between them and us." (6-8).

(18) Writing/processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8);

(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);

(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);

(D) revise drafts for coherence, progression, and logical support of ideas (4-8);

(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);

(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);

(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);

(H) proofread his/her own writing and that of others (4-8); and

(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).

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

(A) apply criteria to evaluate writing (4-8);

(B) respond in constructive ways to others' writings (4-8);

(C) evaluate how well his/her own writing achieves its purposes (4-8);

(D) analyze published examples as models for writing (4-8); and

(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8).

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

(A) frame questions to direct research (4-8);

(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);

(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);

(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);

(E) present information in various forms using available technology (4-8);

(F) evaluate his/her own research and frame new questions for further investigation (4-8); and

(G) follow accepted formats for writing research, including documenting sources (6-8).

(21) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:

(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8);

(B) correspond with peers or others via e-mail or conventional mail (4-8); and

(C) identify challenges faced by published authors and strategies they use to compose various types of text (7-8).

(22) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:

(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);

(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8); and

(C) use media to compare ideas and points of view (4-8).

(23) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to:

(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8);

(B) compare and contrast print, visual, and electronic media such as film with written story (4-8);

(C) evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8); and

(D) evaluate how different media forms influence and inform (6-8).

(24) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The student is expected to:

(A) select, organize, or produce visuals to complement and extend meanings (4-8);

(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8); and

(C) assess how language, medium, and presentation contribute to the message (6-8).

§110.25. *English Language Arts and Reading, Reading (Elective Credit).*

(a) Introduction.

(1) Middle school students read, write, listen, speak, and view to learn more about the world around them and to create, clarify, critique, and appreciate ideas and responses. Middle school students complete research projects or locate answers to questions using multiple texts and resources. In addition, middle school students continue to read on their own or listen to texts read aloud for the purpose of enjoyment. Middle school students read both printed texts and electronic media independently, bringing with them various strategies to aid in comprehension. Significant blocks of time are provided for reading both independent and instructional-level material for varied purposes such as collecting information, learning about and appreciating the writer's craft, and discovering models for their own writing. Middle school students respond to texts through various

avenues such as talk, print and electronic formats, connecting their knowledge of the world with the text being read. For middle school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Reading, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student uses a variety of word recognition strategies. The student is expected to:

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

(B) use the keys and entry information in dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words.

(2) The student builds vocabulary through reading and systematic word study. The student is expected to:

(A) expand vocabulary by reading, listening, and conversing;

(B) determine word meaning by using context;

(C) derive word meaning by applying knowledge of the meanings of prefixes, suffixes, and bases; and

(D) use reference aids such as glossary, dictionary, and available technology to investigate word origins, meanings, and usage.

(3) The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:

(A) read silently for sustained periods of time;

(B) read proficiently from diverse texts such as newspapers, textbooks, manuals, literature, references, and electronic text; and

(C) adjust reading rate based on purposes for reading.

(4) The student comprehends selections using a variety of strategies. The student is expected to:

(A) draw upon background knowledge to comprehend;

(B) establish and adjust both immediate and long-term purposes for reading such as to find out, understand, interpret, enjoy, and solve problems;

(C) monitor his/her own reading strategies and make adjustments when understanding breaks down such as by rereading, using resources, and questioning;

(D) produce summaries of texts that include main ideas and supporting details;

(E) draw inferences such as conclusions or generalizations from text and support them with text evidence; and

(F) identify structures of text organization such as chronological, cause-effect, and deductive.

(5) The student uses study strategies to learn from texts. The student is expected to:

(A) identify important text information by taking notes, making marginal notation, and underlining;

(B) use various strategies to understand and recall text information such as previewing, skimming, using graphic aids and headings, rereading, and reviewing;

(C) recall important text information by reviewing notes, rereading, and writing important ideas;

(D) answer different types of questions, including test-like questions such as multiple choice, open-ended, literal, and interpretive; and

(E) practice test-taking skills by previewing questions, skimming texts, reading carefully, and revisiting questions.

(6) The student researches self-selected topics through reading and writing. The student is expected to:

(A) generate relevant, interesting, and researchable questions;

(B) locate appropriate print and non-print information using text and technical resources, including databases;

(C) organize and record new information in systematic ways such as notes, charts, and graphic organizers;

(D) produce research reports and projects in various formats and audiences;

(E) draw conclusions based on the information gathered; and

(F) identify relevant questions for further study from research findings or conclusions.

§110.26. *English Language Arts and Reading, Speech (Elective Credit).*

(a) Introduction.

(1) Communication is an integral part of our social, cultural, and academic lives, therefore middle school students must develop effective communication skills to further their academic pursuits and to prepare for interaction in social, citizenship, and professional roles. Competent communicators develop skills focused on five identifiable functions of expressing and responding to feelings, participating in social traditions, informing, persuading, creating, and imagining. To become competent communicators, students will develop and apply skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic, and public contexts. For middle school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Speech, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) Understanding the communication process. The student demonstrates a knowledge of communication. The student is expected to:

(A) recognize and explain the importance of communication in social, academic, citizenship, and professional roles;

(B) identify the related components of the communication process;

(C) identify standards of making communication choices considering appropriateness for self, listener, occasion, and task;

(D) identify characteristics of oral language and analyze standards for using oral language appropriately;

(E) identify the importance of using appropriate nonverbal communication;

(F) identify and explain the components of listening process;

(G) identify the kinds of listening and analyze skills related to each type;

(H) analyze how perception of self and others affects communication;

(I) analyze and develop techniques and strategies for building self-confidence and reducing communication apprehension;

(J) identify and explain factors that influence communication decisions such as knowledge, attitudes, and culture; and

(K) explain the importance of assuming responsibility for communication decisions.

(2) Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The student is expected to:

(A) use appropriate verbal and nonverbal communication skills in interpersonal situations;

(B) use reflective empathic listening skills to respond appropriately in interpersonal situations;

(C) explain the importance of using tact, courtesy, and assertiveness appropriately in interpersonal situations;

(D) identify kinds of groups and analyze basic principles of group dynamics;

(E) use appropriate communication skills in groups to make plans or accomplish goals;

(F) use appropriate strategies for agreeing or disagreeing in interpersonal and group situations; and

(G) prepare and present an oral statement on a topic of interest or concern.

(3) Participating in social traditions. The student develops an understanding of social traditions. The student is expected to:

(A) identify the importance of social traditions and ceremonies in various contexts and cultures;

(B) communicate appropriately in a variety of interpersonal social traditions, including making and acknowledging introductions and giving and accepting praise and criticism;

(C) employ parliamentary procedure in a group meeting;

(D) use effective techniques to prepare, organize, and present a speech for a special occasion; and

(E) use appreciative and critical-listening skills to analyze, evaluate, and respond appropriately to class, public, or media.

(4) Informing. The student expresses and responds appropriately to informative messages. The student is expected to:

(A) research ideas and topics to acquire accurate information from a variety of primary, secondary, and technological sources;

(B) use appropriate communication skills to request, provide, and respond to information in interpersonal conversations;

(C) use appropriate verbal, nonverbal, and listening skills in interviews;

(D) use appropriate information and effective critical-thinking skills in group decision-making and problem-solving processes;

(E) plan and present an informative group discussion for an audience;

(F) plan, research, organize, and write an informative speech;

(G) rehearse speeches to gain command of ideas and information, reduce communication apprehension, develop confidence, and practice presentation skills;

(H) use notes, manuscripts, rostrum, and visual and auditory aids appropriately in speeches;

(I) use effective verbal and nonverbal communication in presenting informative speeches;

(J) apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches; and

(K) develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.

(5) Persuading. The student expresses and responds appropriately to persuasive messages. The student is expected to:

(A) recognize and develop skills for analyzing persuasive strategies such as propaganda devices and emotional appeals;

(B) respond appropriately to persuasive messages in situations such as accepting or rejecting peer pressure and making or responding to requests;

(C) research, write, rehearse, and present persuasive speeches;

(D) demonstrate persuasive skills in informal or formal argumentation, discussions, or debates; and

(E) develop and use critical listening skills to analyze, evaluate, and respond appropriately to class, public, or media presentations.

(6) Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to:

- (A) use imagination to plan, organize, and tell stories;
- (B) use appropriate verbal and nonverbal skills to share stories;
- (C) select, analyze, adapt, interpret, and rehearse a variety of literary selections;
- (D) use effective group decision-making skills in group performances;
- (E) use appropriate verbal and nonverbal skills in individual or group interpretations of literature; and
- (F) use appreciative and critical-listening skills to respond appropriately to class, public, or media performances.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Criss Cloudt

Associate Commissioner, Policy Planning and Research

Texas Education Agency

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Subchapter C. High School

19 TAC §§110.41-110.66

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the foundation curriculum.

§110.41. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, High School.

The provisions of this subchapter shall be implemented by school districts beginning September 1, 1998, and at that time shall supersede §75.61 of this title (relating to English Language Arts).

§110.42. English I (One Credit).

(a) Introduction.

(1) Students enrolled in English I continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English I, students practice all forms of writing. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, theses, and evidence. Students write to persuade and to report and describe. English I students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North

American cultures. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

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

(3) The essential knowledge and skills as well as the student expectations for English I are described in subsection (b) of this section.

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

(5) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:

(A) write in a variety of forms using effective word choice, structure, and sentence forms with emphasis on organizing logical arguments with clearly related definitions, theses, and evidence; write persuasively; write to report and describe; and write poems, plays, and stories;

(B) write in a voice and style appropriate to audience and purpose; and

(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:

(A) use prewriting strategies to generate ideas, develop voice, and plan;

(B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;

(C) proofread writing for appropriateness of organization, content, style, and conventions;

(D) refine selected pieces frequently to publish for general and specific audiences; and

(E) use technology for aspects of creating, revising, editing, and publishing.

(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of grammar and usage, to write clearly and effectively. The student is expected to:

(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;

(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;

(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and

(D) produce error-free writing in the final draft.

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

(A) use writing to formulate questions, refine topics, and clarify ideas;

(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;

(C) compile information from primary and secondary sources in systematic ways using available technology;

(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;

(E) use writing as a study tool to clarify and remember information;

(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and

(G) analyze strategies that writers in different fields use to compose.

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

(A) evaluate writing for both mechanics and content; and

(B) respond productively to peer review of his/her own work.

(6) Reading/word identification/vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The student is expected to:

(A) expand vocabulary through wide reading, listening, and discussing;

(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;

(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;

(D) research word origins, including Anglo-Saxon, Latin, and Greek words;

(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage; and

(F) identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation.

(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(A) establish a purpose for reading such as to discover, interpret, and enjoy;

(B) draw upon his/her own background to provide connection to texts;

(C) monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning;

(D) construct images such as graphic organizers based on text descriptions and text structures;

(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering;

(F) identify main ideas and their supporting details;

(G) summarize texts;

(H) draw inferences such as conclusions, generalizations, and predictions and support them from text;

(I) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and

(J) read silently with comprehension for a sustained period of time.

(8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:

(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;

(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;

(C) read world literature, including classic and contemporary works; and

(D) interpret the possible influences of the historical context on a literary work.

(9) Reading/culture. The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to:

(A) recognize distinctive and shared characteristics of cultures through reading; and

(B) compare text events with his/her own and other readers' experiences.

(10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:

(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and dramatizations;

(B) use elements of text to defend his/her own responses and interpretations; and

(C) compare reviews of literature, film, and performance with his/her own responses.

(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:

(A) recognize the theme (general observation about life or human nature) within a text;

(B) analyze the relevance of setting and time frame to text's meaning;

(C) analyze characters and identify time and point of view;

(D) identify basic conflicts;

(E) analyze the development of plot in narrative text;

(F) recognize and interpret important symbols;

(G) recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning; and

(H) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

(12) Reading/analysis/evaluation. The student reads critically to evaluate texts. The student is expected to:

(A) analyze characteristics of text, including its structure, word choices, and intended audience;

(B) evaluate the credibility of information sources and determines the writer's motives;

(C) analyze text to evaluate the logical argument and to determine the mode of reasoning used such as induction and deduction; and

(D) analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques.

(13) Reading/inquiry/research. The student reads in order to research self-selected and assigned topics. The student is expected to:

(A) generate relevant, interesting, and researchable questions;

(B) locate appropriate print and non-print information using texts and technical resources, periodicals and book indexes, including databases and the Internet;

(C) organize and convert information into different forms such as charts, graphs, and drawings;

(D) adapt researched material for presentation to different audiences and for different purposes, and cites sources completely; and

(E) draw conclusions from information gathered.

(14) Listening/speaking/critical listening. The student listens attentively for a variety of purposes. The student is expected to:

(A) focus attention on the speaker's message;

(B) use knowledge of language and develop vocabulary to interpret accurately the speaker's message;

(C) monitor speaker's message for clarity and understanding such as asking relevant questions to clarify understanding; and

(D) formulate and provide effective verbal and non-verbal feedback.

(15) Listening/speaking/evaluation. The student listens to analyze, appreciate, and evaluate oral performances and presentations. The student is expected to:

(A) listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, individual or group performances of scripts;

(B) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language;

(C) evaluate informative and persuasive presentations of peers, public figures, and media presentations;

(D) evaluate artistic performances of peers, public presenters, and media presentations; and

(E) use audience feedback to evaluate his/her own effectiveness and set goals for future presentations.

(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes and audiences. The student is expected to:

(A) use the conventions of oral language effectively;

(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;

(C) prepare, organize, and present a variety of informative messages effectively;

(D) use effective verbal and nonverbal strategies in presenting oral messages;

(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and

(F) make relevant contributions in conversations and discussions.

(17) Listening/speaking/presentations. The student prepares, organizes, and presents informative and persuasive oral messages. The student is expected to:

(A) present and advance a clear thesis and support the major thesis with logical points or arguments;

(B) choose valid evidence, proofs, or examples to support claims;

(C) use appropriate and effective appeals to support points or claims; and

(D) use effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.

(18) Listening/speaking/literary interpretation. The student prepares, organizes, and presents literary interpretations. The student is expected to:

(A) make valid interpretations of literary texts such as telling stories, interpreting poems, stories, or essays; and

(B) analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.

(19) Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to:

(A) describe how meanings are communicated through elements of design, including shape, line, color, and texture;

(B) analyze relationships, ideas, and cultures as represented in various media; and

(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

(20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to:

(A) investigate the source of a media presentation or production such as who made it and why it was made;

(B) deconstruct media to get the main idea of the message's content;

(C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;

(D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;

(E) recognize genres such as nightly news, news-magazines, and documentaries and identify the unique properties of each; and

(F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.

(21) Viewing/representing/production. The student produces visual representations that communicate with others. The student is expected to:

(A) examine the effect of media on constructing his/her own perception of reality;

(B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;

(C) use a range of techniques to plan and create a media text and reflect critically on the work produced;

(D) create media products to include a billboard, cereal box, short editorial, and a three-minute documentary or print ad to engage specific audiences; and

(E) create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.

§110.43. *English II (One Credit).*

(a) Introduction.

(1) Students enrolled in English II continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English II, students practice all forms of writing. An emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing. These personal forms of writing may include a response to literature, a reflective essay, or an autobiographical narrative. English II students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

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

(3) The essential knowledge and skills as well as the student expectations for English II are described in subsection (b) of this section.

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

(5) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:

(A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories;

(B) write in a voice and a style appropriate to audience and purpose; and

(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:

(A) use prewriting strategies to generate ideas, develop voice, and plan;

(B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;

(C) proofread writing for appropriateness of organization, content, style, and conventions;

(D) refine selected pieces frequently to publish for general and specific audiences; and

(E) use technology for aspects of creating, revising, editing, and publishing texts.

(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:

(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;

(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;

(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and

(D) produce error-free writing in the final draft.

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

(A) use writing to formulate questions, refine topics, and clarify ideas;

(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;

(C) compile information from primary and secondary sources in systematic ways using available technology;

(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;

(E) use writing as a study tool to clarify and remember information;

(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and

(G) analyze strategies that writers in different fields use to compose.

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

(A) evaluate writing for both mechanics and content; and

(B) respond productively to peer review of his/her own work.

(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) expand vocabulary through wide reading, listening, and discussing;

(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;

(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;

(D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;

(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;

(F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and

(G) read and understand analogies.

(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(A) establish a purpose for reading such as to discover, interpret, and enjoy;

(B) draw upon his/her own background to provide connection with texts;

(C) monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning;

(D) construct images such as graphic organizers based on text descriptions and text structures;

(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding;

(F) produce summaries of texts by identifying main ideas and their supporting details;

(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;

(H) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and

(I) read silently with comprehension for a sustained period of time.

(8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:

(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;

(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;

(C) read world literature, including classic and contemporary works; and

(D) interpret the possible influences of the historical context on a literary work.

(9) Reading/culture. The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to:

(A) recognize distinctive and shared characteristics of cultures through reading; and

(B) compare text events with his/her own and other readers' experiences.

(10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:

(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments;

(B) use elements of text to defend his/her own responses and interpretations; and

(C) compare reviews of literature, film, and performance with his/her own responses.

(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:

(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions;

(B) analyze relevance of setting and time frame to text's meaning;

(C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved;

(D) analyze the melodies of literary language, including its use of evocative words and rhythms;

(E) connect literature to historical contexts, current events, and his/her own experiences; and

(F) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

(12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to:

(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;

(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and

(C) recognize logical, deceptive, and/or faulty modes of persuasion in texts.

(13) Reading/inquiry/research. The student reads in order to research self-selected and assigned topics. The student is expected to:

(A) generate relevant, interesting, and researchable questions;

(B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;

(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;

(D) produce reports and research projects in varying forms for audiences; and

(E) draw conclusions from information gathered.

(14) Listening/speaking/critical listening. The student listens attentively for a variety of purposes. The student is expected to:

(A) focus attention, interpret, respond, and evaluate speaker's message; and

(B) engage in critical, empathic, appreciative, and reflective listening.

(15) Listening/speaking/evaluation. The student listens to analyze, appreciate, and evaluate oral performance and presentations. The student is expected to:

(A) listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances of scripts;

(B) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language;

(C) evaluate informative and persuasive presentations of peers, public figures, and media presentations;

(D) evaluate artistic performances of peers, public presenters, and media presentations; and

(E) use feedback to evaluate his/her own effectiveness and set goals for future presentations.

(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes and audiences. The student is expected to:

(A) use the conventions of oral language effectively;

(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;

(C) prepare, organize, and present a variety of informative and persuasive messages effectively with an emphasis on persuasion;

(D) use effective verbal and nonverbal strategies in presenting oral messages;

(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and

(F) make relevant contributions in conversations and discussions.

(17) Listening/speaking/presentations. The student prepares and presents informative and persuasive messages. The student is expected to:

(A) present and advance a clear thesis and logical points, claims, or arguments to support messages;

(B) choose valid proofs from reliable sources to support claims;

(C) use appropriate appeals to support claims and arguments;

(D) use language and rhetorical strategies skillfully in informative and persuasive messages;

(E) use effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact; and

(F) make informed, accurate, truthful, and ethical presentations.

(18) Listening/speaking/literary interpretations. The student prepares, organizes, plans, and presents literary interpretations. The student is expected to:

(A) make valid interpretations of a variety of literary texts;

(B) justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text; and

(C) present interpretations by telling stories, performing original works, and interpreting poems and stories for a variety of audiences.

(19) Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to:

(A) describe how meanings are communicated through elements of design such as shape, line, color, and texture;

(B) analyze relationships, ideas, and cultures as represented in various media; and

(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

(20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to:

(A) investigate the source of a media presentation of production such as who made it and why it was made;

(B) deconstruct media to get the main idea of the message's content;

(C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;

(D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;

(E) recognize genres such as nightly news, news-magazines, and documentaries and identify the unique properties of each; and

(F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.

(21) Viewing/representing/production. The student produces visual representations that communicate with others. The student is expected to:

(A) examine the effect of media on constructing his/her own perception of reality;

(B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;

(C) use a range of techniques to plan and create a media text and reflect critically on the work produced;

(D) create media products to include a five- to six-minute documentary, a print ad, an editorial, a flier, a movie critique, or an illustrated children's book to engage specific audiences; and

(E) create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.

§110.44. *English III (One Credit).*

(a) Introduction.

(1) Students enrolled in English III continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English III, students practice all forms of writing. An emphasis is placed on business forms of writing such as the report, the business memo, the narrative of a procedure, the summary or abstract, and the resumé. English III students read extensively in multiple genres from American literature and other world literature. Periods from American literature may include the pre-colonial period, colonial and revolutionary periods, romanticism and idealism, realism and naturalism, early 20th century, and late 20th century. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

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

(3) The essential knowledge and skills as well as the student expectations for English III are described in subsection (b) of this section.

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

(5) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:

(A) write in various forms with particular emphasis on business forms such as a report, memo, narrative or procedure, summary/abstract, and resumé;

(B) write in a voice and style appropriate to audience and purpose; and

(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:

(A) use prewriting strategies to generate ideas, develop voice, and plan;

(B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;

(C) proofread writing for appropriateness of organization, content, style, and conventions;

(D) frequently refine selected pieces to publish for general and specific audiences; and

(E) use technology for aspects of creating, revising, editing, and publishing texts.

(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:

(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;

(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;

(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;

(D) produce error-free writing in the final draft; and

(E) use a manual of style such as *Modern Language Association (MLA)*, *American Psychological Association (APA)*, and *The Chicago Manual of Style (CMS)*.

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

(A) use writing to formulate questions, refine topics, and clarify ideas;

(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;

(C) compile information from primary and secondary sources in systematic ways using available technology;

(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;

(E) use writing as a study tool to clarify and remember information;

(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and

(G) analyze strategies that writers in different fields use to compose.

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

(A) evaluate writing for both mechanics and content; and

(B) respond productively to peer review of his/her own work.

(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) expand vocabulary through wide reading, listening, and discussing;

(B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, idioms, and technical vocabulary;

(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;

(D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;

(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage;

(F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and

(G) read and understand analogies.

(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(A) establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;

(B) draw upon his/her own background to provide connection to texts;

(C) monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning;

(D) construct images such as graphic organizers based on text descriptions and text structures;

(E) analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding;

(F) produce summaries of texts by identifying main ideas and their supporting details;

(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;

(H) use study strategies such as note taking, outlining, and using study-guide questions to better understand texts; and

(I) read silently with comprehension for a sustained period of time.

(8) Reading/variety of texts. The student reads extensively and intensively for different purposes and in varied sources, including American literature. The student is expected to:

(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;

(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;

(C) read American and other world literature, including classic and contemporary works; and

(D) interpret the possible influences of the historical context on literary works.

(9) Reading/culture. The student reads widely, including American literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to:

(A) recognize distinctive and shared characteristics of cultures through reading; and

(B) compare text events with his/her own and other readers' experiences.

(10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:

(A) respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays;

(B) use elements of text to defend, clarify, and negotiate responses and interpretations; and

(C) analyze written reviews of literature, film, and performance to compare with his/her own responses.

(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:

(A) compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts;

(B) analyze relevance of setting and time frame to text's meaning;

(C) describe the development of plot and identify conflicts and how they are addressed and resolved;

(D) analyze the melodies of literary language, including its use of evocative words and rhythms;

(E) connect literature to historical contexts, current events, and his/her own experiences; and

(F) understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

(12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to:

(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;

(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and

(C) recognize logical, deceptive, and/or faulty modes of persuasion in texts.

(13) Reading/inquiry/research. The student reads in order to research self-selected and assigned topics. The student is expected to:

(A) generate relevant, interesting, and researchable questions;

(B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;

(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;

(D) produce reports and research projects in varying forms for audiences; and

(E) draw conclusions from information gathered.

(14) Listening/speaking/critical listening. The student listens attentively for a variety of purposes. The student is expected to:

(A) demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding;

(B) use effective strategies for listening such as prepares for listening, identifies the types of listening, and adopts appropriate strategies;

(C) demonstrate proficiency in critical, empathic, appreciative, and reflective listening;

(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and

contrasting interpretations with others, and researching points of interest or contention; and

(E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.

(15) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes. The student is expected to:

(A) use the conventions of oral language effectively;

(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;

(C) communicate effectively in conversations and group discussions while problem solving, and planning;

(D) use effective verbal and nonverbal strategies in presenting oral messages;

(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and

(F) make relevant contributions in conversations and discussions.

(16) Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances. The student is expected to:

(A) apply valid criteria to analyze, evaluate, and critique informative and persuasive messages;

(B) apply valid criteria to analyze, evaluate, and critique literary performances;

(C) use praise and suggestions of others to improve his/her own communication; and

(D) identify and analyze the effect of aesthetic elements within literary texts such as character development, rhyme, imagery, and language.

(17) Listening/speaking/presentations. The student prepares, organizes, and presents informative and persuasive messages. The student is expected to:

(A) present and advance a clear thesis and logical points, claims, or arguments to support messages;

(B) choose valid proofs from reliable sources to support claims;

(C) use appropriate appeals to support claims and arguments;

(D) use language and rhetorical strategies skillfully in informative and persuasive messages;

(E) make effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact; and

(F) make informed, accurate, truthful, and ethical presentations.

(18) Listening/speaking/literary interpretations. The student prepares, organizes, plans, and presents literary interpretations. The student is expected to:

(A) make valid interpretations of a variety of literary texts;

(B) justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text; and

(C) present interpretations such as telling stories, performing original works, and interpreting poems and stories for a variety of audiences.

(19) Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to:

(A) describe how meanings are communicated through elements of design, including shape, line, color, and texture;

(B) analyze relationships, ideas, and cultures as represented in various media; and

(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

(20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to:

(A) investigate the source of a media presentation of production such as who made it and why it was made;

(B) deconstruct media to get the main idea of the message's content;

(C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;

(D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, music;

(E) recognize genres such as nightly news, news-magazines, and documentaries and identify the unique properties of each; and

(F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.

(21) Viewing/representing/production. The student produces visual representations that communicate with others. The student is expected to:

(A) examine the effect of media on constructing his/her own perception of reality;

(B) use with a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;

(C) use a range of techniques to plan and create a media text and reflect critically on the work produced;

(D) create media products to include a seven- to ten-minute documentary, ad campaigns, political campaigns, or video adaptations of literary texts to engage specific audiences; and

(E) create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.

§110.45. *English IV (One Credit).*

(a) Introduction.

(1) Students enrolled in English IV continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English IV, students are expected to write in a variety of forms, including business, personal, literary, and persuasive texts. English IV students read extensively in multiple genres from British literature and other world literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and post-modern period. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

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

(3) The essential knowledge and skills as well as the student expectations for English IV are described in subsection (b) of this section.

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

(5) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Writing/purposes. The student writes in a variety of forms. The student is expected to:

(A) write in a variety of forms with an emphasis on literary forms such as fiction, poetry, drama, and media scripts;

(B) draw upon the distinguishing characteristics of written forms such as essays, scientific reports, speeches, and memoranda to write effectively in each form;

(C) write in a voice and style appropriate to audience and purpose;

(D) employ literary devices to enhance style and voice;

(E) employ precise language to communicate ideas clearly and concisely; and

(F) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:

(A) use prewriting strategies to generate ideas, develop voice, and plan;

(B) develop drafts both independently and collaboratively by organizing content such as paragraphing and outlining and by refining style to suit occasion, audience, and purpose;

(C) use vocabulary, organization, and rhetorical devices appropriate to audience and purpose;

(D) use varied sentence structure to express meanings and achieve desired effect;

(E) revise drafts by rethinking content organization and style to better accomplish the task;

(F) use effective sequences and transitions to achieve coherence and meaning;

(G) use technology for aspects of creating, revising, editing, and publishing texts; and

(H) refine selected pieces to publish for general and specific audiences.

(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:

(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;

(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;

(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;

(D) produce error-free writing in the final draft; and

(E) use manual of style such as *Modern Language Association (MLA)*, *American Psychological Association (APA)*, and *The Chicago Manual of Style (CMS)*.

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

(A) use writing to formulate questions, refine topics, and clarify ideas;

(B) use writing to discover, record, review, and learn;

(C) use writing to organize and support what is known and what needs to be learned about a topic;

(D) compile information from primary and secondary sources using available technology;

(E) organize notes from multiple sources in useful and informing ways such as graphics, conceptual maps, and learning logs;

(F) link related information and ideas from a variety of sources;

(G) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and

(H) use writing as a tool for reflection, exploration, learning, problem solving, and personal growth.

(5) Writing/analysis. The student communicates with writers inside and outside the classroom, including writers who represent diverse cultures and fields. The student is expected to:

(A) analyze strategies that writers in different fields use to compose;

(B) correspond with other writers electronically and in conventional ways;

(C) collaborate with other writers; and

(D) recognize how writers represent and reveal their cultures and traditions in texts.

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

(A) evaluate how well writing achieves its purposes and engage in conversations with peers and the teacher about aspects of his/her own writing and the writings of others;

(B) analyze and discuss published pieces as writing models and apply criteria developed by self and others to evaluate writing; and

(C) accumulate and review his/her own written work to determine its strengths and weaknesses and to set his/her own goals as a writer.

(7) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) expand vocabulary through wide reading, listening, and discussing;

(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;

(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;

(D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;

(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;

(F) discriminate between denotative and connotative meanings and interpret the connotative power of words; and

(G) read and understand analogies.

(8) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(A) establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;

(B) draw upon his/her own background to provide connection to texts;

(C) monitor his/her own reading strategies and modify when necessary;

(D) construct images such as graphic organizers based on text descriptions and text structures;

(E) analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding;

(F) produce summaries of texts by identifying main idea and supporting detail;

(G) draw inferences and support them with textual evidence and experience;

(H) use study strategies such as note taking, outlining, and using study-guide questions to better understand texts; and

(I) read silently with comprehension for a sustained period of time.

(9) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including British literature, in increasingly demanding texts. The student is expected to:

(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;

(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;

(C) read British and other world literature, including classic and contemporary works; and

(D) interpret the possible influences of the historical context on a literary work.

(10) Reading/culture. The student reads widely, including British literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across culture. The student is expected to:

(A) recognize distinctive and shared characteristics of cultures through reading;

(B) compare text events with his/her own and other readers' experiences; and

(C) recognize and discuss themes and connections that cross cultures.

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:

(A) respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays;

(B) use elements of text to defend, clarify, and negotiate responses and interpretations;

(C) analyze written reviews of literature, film, and performance to compare with his/her own responses; and

(D) evaluate text through critical analysis.

(12) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:

(A) compare and contrast elements of texts such as themes, conflicts, and allusions both within and across texts;

(B) propose and provide examples of themes that cross texts;

(C) analyze relevance of setting and time frame to text's meaning;

(D) describe the development of plot and identify conflicts and how they are addressed and resolved;

(E) analyze the melodies of literary language, including its use of evocative words and rhythms;

(F) connect literature to historical contexts, current events, and his/her own experiences; and

(G) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

(13) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to:

(A) analyze the characteristics of clear text such as conciseness, correctness, and completeness;

(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility;

(C) recognize logical, deceptive, and/or faulty modes of persuasion in text;

(D) apply modes of reasoning such as induction and deduction to think critically;

(E) describe how a writer's motivation, stance, or position may affect text credibility, structure, and tone; and

(F) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.

(14) Reading/inquiry/research. The student uses reading and research skills to develop self-selected topics. The student is expected to:

(A) generate relevant, interesting, and researchable questions;

(B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;

(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;

(D) evaluate the credibility of information sources and their appropriateness for varied needs;

(E) organize and record new information in systematic ways such as notes, charts, and graphic organizers;

(F) produce research projects and reports in varying forms for audiences; and

(G) draw relevant questions for further study from the research findings or conclusions.

(15) Listening/speaking/critical listening. The student listens attentively for a variety of purposes. The student is expected to:

(A) demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding;

(B) use effective strategies for listening such as preparing for listening, identifying the types of listening, and adopting appropriate strategies;

(C) demonstrate proficiency in critical, empathic, appreciative, and reflective listening;

(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with those of others, and researching points of interest or contention; and

(E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.

(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes. The student is expected to:

(A) use conventions of oral language effectively, including word choice, grammar, and diction;

(B) use informal, standard, and technical English to meet demands of occasion, audience, and task;

(C) respond appropriately to the opinions and views of others;

(D) adopt verbal and nonverbal strategies to accommodate needs of the listener and occasion;

(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others;

(F) make relevant contributions in conversations and discussions;

(G) express and defend a point of view using precise language and appropriate detail; and

(H) speak responsibly to present accurate, truthful, and ethical messages.

(17) Listening/speaking/presentations. The student prepares, organizes, and presents oral messages. The student is expected to:

(A) present clear thesis statements and claims;

(B) support major thesis with logical points or arguments;

(C) choose valid evidence or proofs to support claims;

(D) use effective appeals to support points, claims, or arguments;

(E) use language and rhetorical strategies skillfully in informative and persuasive messages;

(F) analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies for presenting messages and performances;

(G) interpret literary texts such as telling stories, and interpreting scenes from narrative or dramatic texts or poems; and

(H) use feedback to judge effectiveness in communicating and setting goals for future presentations.

(18) Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances. The student is expected to:

(A) apply valid criteria to analyze, evaluate, and critique informative and persuasive messages;

(B) apply valid criteria to analyze, evaluate, and critique literary performances;

(C) use praise and suggestions of others to improve his/her own communication; and

(D) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language.

(19) Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to:

(A) describe how meanings are communicated through elements of design, including shape, line, color, and texture;

(B) analyze relationships, ideas, and cultures as represented in various media; and

(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

(20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to:

(A) investigate the source of a media presentation or production such as who made it and why it was made;

(B) deconstruct media to get the main idea of the message's content;

(C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;

(D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;

(E) recognize genres such as nightly news, news-magazines, and documentaries and identify the unique properties of each; and

(F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.

(21) Viewing/representing/production. The student produces visual representations that communicate with others. The student is expected to:

(A) examine the effect of media on constructing his/her own perception of reality;

(B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;

(C) use a range of techniques to plan and create a media text and reflect critically on the work produced;

(D) create media products to include a ten- to fifteen-minute investigative documentary, ad campaigns, political campaigns, or parodies to engage specific audiences; and

(E) create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.

§110.46. Independent Study in English (One-Half to One Credit).

(a) Introduction.

(1) Students enrolled in Independent Study in English write in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written compositions on a regular basis, and carefully examine their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Independent Study in English students are expected to write in a variety of forms including business, personal, literary, and persuasive texts for a variety of audiences and purposes. Writing is used as a tool for learning as students create, clarify, critique, and express appreciation for others' ideas and responses. Independent Study in English students evaluate their own written work as well as the work of others. Students continue to read extensively in increasingly difficult texts selected in multiple genres for a variety of purposes. When comprehension breaks down, students effectively and efficiently monitor and adjust their use of a variety of comprehension strategies. Students respond to texts through talking and writing in both traditional print and electronic formats. Students connect their knowledge of the world and the knowledge they gather from other texts with the text being read. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Independent Study in English are described in subsection (b) of this section.

(b) Knowledge and skills.

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

(A) use writing to formulate questions, refine topics, and clarify ideas;

(B) use writing to organize and support what is known and what needs to be learned about a topic;

(C) compile information from primary and secondary sources using available technology;

(D) use writing to discover, record, review, and learn;

(E) organize notes from multiple sources, including primary and secondary sources, in useful and informing ways;

(F) link related information and ideas from a variety of sources;

(G) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;

(H) compile written ideas and representations, interpret empirical data into reports, summaries, or other formats, and draw conclusions; and

(I) use writing as a tool such as to reflect, explore, or problem solve.

(2) Reading. The student inquires through reading and researching self-selected and assigned topics. The student is expected to:

(A) read widely to establish a specific area of interest for further study;

(B) generate relevant, interesting, and researchable questions with instructor guidance and approval;

(C) locate appropriate print and non-print information using text and technical resources, including databases;

(D) use text organizers such as overviews, headings, and graphic features to locate and categorize information;

(E) organize and record new information in systematic ways such as notes, charts, and graphic organizers;

(F) produce research projects and reports in various forms for audiences;

(G) draw relevant questions for further study from the research findings or conclusions; and

(H) conduct a research project(s), producing an original work in print or another medium with a demonstration of advanced skill.

(3) Viewing/representing. The student produces visual representations that communicate with others. The student is expected to:

(A) use a range of techniques in planning and creating media text; and

(B) prepare and present a research project.

§110.47. *Reading I, II, III (One-Half to Three Credits).*

(a) Introduction.

(1) Reading I, II, III offers students instruction in word recognition and comprehension strategies and vocabulary to ensure that high school students have an opportunity to read with competence, confidence, and understanding. Students are given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students learn how various texts are organized and how authors choose language for effect. All of these strategies are applied in texts that cross the subject fields. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Reading I, II, III, elective courses, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student uses a variety of word recognition strategies. The student is expected to:

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

(B) use the keys and entry information in dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words.

(2) The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:

(A) read silently for a sustained period of time;

(B) read orally at a rate that enables comprehension; and

(C) adjust reading rate according to purpose for reading.

(3) The student reads for different purposes in varied sources. The student is expected to:

(A) read to complete a task, to gather information, to be informed, to solve problems, to answer questions, and for pleasure; and

(B) read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, technical documents, and other media.

(4) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) expand vocabulary by reading, listening, and discussing;

(B) determine meanings by using context;

(C) use prefixes, roots, suffixes, word origins, and spelling to understand meanings; and

(D) employ reference aids such as glossary, dictionary, thesaurus, and available technology to determine meanings.

(5) The student comprehends selections using a variety of strategies. The student is expected to:

(A) monitor his/her own reading and adjusts when understanding breaks down such as by rereading, using resources, and questioning;

(B) use previous experience to comprehend;

(C) determine and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;

(D) find similarities and differences across texts such as explanations, points of view, or themes;

(E) construct images based on text descriptions;

(F) organize, learn, and recall important ideas from texts and oral presentations such as note taking, outlining, using learning logs, rereading, scanning, and skimming;

(G) summarize texts by identifying main ideas and relevant details;

(H) make inferences such as drawing conclusions and making generalizations or predictions, supporting them with text evidence and experience;

(I) analyze and use text structures such as compare/contrast, cause/effect, and chronological order; and

(J) use test-taking skills such as highlighting, making marginal notes, previewing questions before reading, noticing key words, employing process of elimination, allotting time, and following directions.

(6) The student formulates and supports responses to various types of texts. The student is expected to:

(A) respond aesthetically, inquisitively, critically, and actively to texts;

(B) respond to text through discussion, journal writing, performance, and visual representation; and

(C) support responses by adjusting, giving evidence, and clarifying.

(7) The student reads texts to find information on self-selected and assigned topics. The student is expected to:

(A) generate relevant, interesting, and researchable questions;

(B) locate appropriate print and non-print information using text and technical resources, including databases;

(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;

(D) organize and record new information such as notes, charts, and graphic organizers;

(E) communicate information gained from reading; and

(F) use compiled information and knowledge to raise additional unanswered questions.

(8) The student reads critically to evaluate texts and the credibility of sources. The student is expected to:

(A) analyze the characteristics of well-constructed text;

(B) evaluate the credibility of information sources and their appropriateness for assigned and self-selected topics;

(C) describe how a writer's motivation, stance, or position may affect text credibility, structure, or tone;

(D) analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;

(E) apply modes of reasoning such as induction and deduction to think critically; and

(F) recognize logical and illogical arguments in text.

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

(A) compare text events with his/her own and other readers' experiences; and

(B) recognize and discuss literary themes and connections that cross cultures.

§110.48. *Reading Application and Study Skills (One-Half Credit).*

(a) Introduction.

(1) High school students that require or request additional honing of the study skills, especially as the students prepare for the demands of college, may enroll in the one semester course, Reading Application and Study Skills. In this course, students learn techniques for learning from texts including studying word meanings, producing effective summaries, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In addition, students will have opportunities to respond critically to literary texts. In all cases, interpretations and understandings will be presented through varying forms including through use of available technology. Students accomplish many of the objectives through wide reading as well as use of (cross-curricular) content texts in preparation for post secondary schooling. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Reading Application and Study Skills, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student reads widely for different purposes in varied sources. The student is expected to:

(A) read self-selected and assigned texts in such varied sources as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media; and

(B) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing.

(2) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) expand vocabulary through wide reading, listening, and discussion;

(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;

(C) apply meanings of prefixes, roots, and suffixes to comprehend;

(D) investigate word origins as an aid to understanding meanings, derivations, and spellings;

(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage;

(F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and

(G) interpret the meaning of analogies in texts.

(3) The student comprehends selections using a variety of strategies. The student is expected to:

(A) monitor his/her own reading strategies and make modifications when understanding breaks down such as rereading, using resources, and questioning;

(B) activate and draw upon background knowledge in order to comprehend;

(C) establish and adjust both immediate and overarching purposes for reading such as to find out, to understand, to interpret, to enjoy, or to solve problems; and

(D) construct images based on text descriptions.

(4) The student reads critically to evaluate texts and the authority of sources. The student is expected to:

(A) analyze the characteristics of clear text;

(B) evaluate the credibility of information sources and their appropriateness for various needs;

(C) describe how a writer's motivation, expertise, or stance may affect text credibility, structure, or tone;

(D) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences;

(E) apply modes of reasoning such as induction and deduction to think critically; and

(F) recognize logical and illogical modes of persuasion in texts.

(5) The student uses study strategies to learn from text. The student is expected to:

(A) learn and recall ideas and concepts from text such as previewing, skimming, scanning, rereading, and asking questions;

(B) recall important information by taking notes or making marginal notations;

(C) summarize information from text through the use of outlines, study guides, or learning logs;

(D) determine important information in test questions by highlighting and underlining;

(E) answer different types of questions, including test-like questions such as multiple choice, open-ended, literal, or interpretive;

(F) produce summaries of texts that include main ideas and their supporting details;

(G) draw inferences and support them with text evidence and experiences;

(H) draw conclusions from text information; and

(I) analyze text structures such as compare/contrast, cause/effect, or chronological order for how they influence understanding.

(6) The student inquires through reading and researching self-selected and assigned topics. The student is expected to:

(A) generate relevant, interesting, and researchable questions;

(B) locate appropriate print and non-print information using text and technical resources, including databases;

(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;

(D) organize and record new information in systematic ways such as notes, charts, and graphic organizers;

(E) produce research projects and reports in various formats for audiences; and

(F) draw relevant questions for further study from the research findings or conclusions.

(7) The student expresses and supports responses to various types of texts. The student is expected to:

(A) respond to literary texts through various outlets such as discussions, journals, oral interpretations, or enactments;

(B) respond to informational reading through varied and appropriate modes such as writings, performances, projects, graphic displays, and available technology;

(C) negotiate, clarify, and defend responses in large and small discussion groups;

(D) compare reviews of literature, film, and live performance with his/her own responses; and

(E) evaluate his/her own responses to reading for evidence of growth in insight, clarity, and support.

§110.49. *Analysis of Visual Media (One-Half Credit).*

(a) Introduction.

(1) Students need to be critical viewers, consumers, and producers of media texts. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. High school students enrolled in Analysis of Visual Media will interpret various media forms for a variety of purposes. In addition, students will critique and analyze the significance of visual representations and learn to produce media messages that communicate with others. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Analysis of Visual Media, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:

(A) identify the historical development of visual media;

(B) distinguish the purposes of various media forms such as information, entertainment, and persuasion; and

(C) recognize strategies used by media to inform, persuade, entertain, and transmit culture such as advertising, perpetua-

tion of stereotypes, use of visual representations, special effects, and language.

(2) The student analyzes and critiques the significance of visual representations. The student is expected to:

(A) evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols;

(B) compare and contrast media with other art forms;

(C) analyze techniques used in visual media;

(D) explore the emotional and intellectual effects of visual media on viewers; and

(E) recognize how visual and sound techniques convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music.

(3) The student produces visual representations that communicate with others. The student is expected to:

(A) use a variety of forms and technologies to communicate specific messages;

(B) use a range of techniques to plan and create a media text and reflect critically on the work produced;

(C) study the relationship between subject matter and choice of media for presenting that subject; and

(D) create, present, test, analyze response, and revise a project using such data-gathering techniques as questionnaires, group discussions, and feedback forms.

§110.50. *Media Literacy-Speech (One Credit).*

(a) Introduction.

(1) Mass media influence the way meanings and realities are created and shared in contemporary society. Students enrolled in Media Literacy will develop their skill in understanding, analyzing, using, and producing media intelligently. High school students should realize that media can be a vehicle for full participation in academic, social, and democratic processes. Students enrolled in Media Literacy will understand how media influence our tastes, our behavior, our purchasing, and our voting decisions. Students who are media literate understand television, radio, film, and other visual images and auditory messages. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Mass Communication, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) History. The student traces the history and evolution of media used for mass communication. The student is expected to:

(A) trace the history and development of each mass medium;

(B) examine the development of the technologies that influence each medium; and

(C) analyze the historical contributions made by various media personnel.

(2) Functions. The student recognizes the functions of mass media. The student is expected to:

(A) analyze the roles of media as sources of information, entertainment, persuasion, and education; and

(B) analyze strategies used by media to inform, persuade, entertain, and educate.

(3) Regulations. The student identifies and analyzes regulations that govern media. The student is expected to:

(A) identify the appropriate government agencies that regulate media; and

(B) analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.

(4) Influences. The student analyzes the influence of media. The student is expected to:

(A) analyze the influence of viewing and listening habits on individuals;

(B) analyze the influence of media on consumers;

(C) analyze the influence of media in shaping various governmental, social, and cultural norms; and

(D) analyze the influence of media on the democratic processes.

(5) Production. The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:

(A) analyze the contributions and responsibilities of various media personnel;

(B) analyze techniques for producing media messages for specific purposes and effects;

(C) develop skills for organizing, writing and designing media messages for specific purposes and effects;

(D) develop technical and communication skills needed by various media personnel;

(E) plan, organize, produce, and present media messages; and

(F) evaluate media messages and products.

(6) Evaluation. The student evaluates mass media. The student is expected to:

(A) analyze and evaluate standards for "quality programming";

(B) determine the contributions of media on the democratic process;

(C) analyze and evaluate media's efforts to address social and cultural problems;

(D) analyze and propose possible ways to improve mass media; and

(E) formulate guidelines for using media effectively to achieve governmental, societal, and cultural goals.

§110.51. *Literary Genres (One-Half to One Credit).*

(a) Introduction.

(1) Students enrolled in Literary Genres will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer's craft. High school students will discover how well written literary text can serve as models for their own writing. High school students respond to texts through such varied avenues as talk, print, and electronic formats to connect their knowledge of the world with the text being read. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Literary Genres, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) expand vocabulary through wide reading, listening, and discussion;

(B) investigate word origins as an aid to understanding meanings, derivations, and spellings, as well as influences on the English language; and

(C) discriminate between connotative and denotative meanings and interpret the connotative power of words.

(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:

(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions;

(B) propose and provide examples of themes that cross texts;

(C) connect literature to historical context, current events, and his/her own experiences;

(D) analyze relevance of setting and time frame to text's meaning;

(E) identify basic conflicts;

(F) describe the development of plot and how conflicts are addressed and resolved;

(G) analyze characters' traits, motivations, changes, and stereotypical features;

(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text;

(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric;

(J) identify and analyze text structures;

(K) recognize archetypes, motifs, and symbols across texts, including heroes and beneficence of nature such as *Dawn*;

(L) analyze distinctive features of text genre such as biography, historical fiction, short story, dramatic literature, or poetry;

(M) identify how authors create suspense; and

(N) tell how points of view affect tone, characterization, and credibility.

(3) The student reads critically to evaluate texts and the authority of sources. The student is expected to:

(A) analyze the characteristics of well-constructed texts;

(B) describe how a writer's motivation, stance, or position may affect text credibility, structure, or tone; and

(C) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.

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

(A) compare text events with his/her own and other readers' experiences;

(B) recognize distinctive and shared characteristics of cultures through wide reading; and

(C) recognize and discuss themes and connections that cross cultures.

(5) The student uses writing as a tool for learning and research. The student is expected to:

(A) use writing to discover, record, review, and learn; and

(B) link related information and ideas from a variety of sources.

(6) The student communicates with writers inside and outside the classroom, including those representing different cultures. The student is expected to:

(A) examine strategies that writers in different fields use to compose; and

(B) recognize how writers represent and reveal their cultures and traditions in texts.

§110.52. Creative and Imaginative Writing (One-Half to One Credit).

(a) Introduction.

(1) The study of creative and imaginative writing allows high school students to earn one-half to one credit while developing versatility as a writer. Creative and Imaginative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as essays, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of his/her own writing as well as the writing of others insures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Creative and Imaginative Writing, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:

(A) write expressive, informative, and persuasive literary texts effectively;

(B) demonstrate the distinguishing characteristics of various written forms such as essays, short stories, poetry, and drama in his/her own writing;

(C) elaborate by using concrete images, figurative language, sensory observation, dialogue, and other rhetorical devices to enhance meaning;

(D) employ various points of view to communicate effectively;

(E) choose topics and forms to develop fluency and voice;

(F) use word choice, sentence structure, and repetition to create tone; and

(G) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:

(A) select and apply prewriting strategies to generate ideas, develop voice, and plan;

(B) develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting;

(C) use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose;

(D) use effective sequence and transitions to achieve coherence and meaning;

(E) revise drafts by rethinking content, organization, and style to better accomplish the task;

(F) frequently refines selected pieces to publish for general and specific audiences;

(G) proofread and edit as appropriate for the conventions of standard written English using resources as needed;

(H) use available technology for aspects of creating, revising, editing, and publishing texts; and

(I) write both independently and/or collaboratively.

(3) The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:

(A) produce legible written work, including handwritten, word processed, and typed documents;

(B) use correct capitalization and punctuation;

(C) spell with accuracy in the final draft; and

(D) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.

(4) The student evaluates his/her own writing and the writings of others. The student is expected to:

(A) analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various points of view, literary devices, and figurative language;

(B) apply criteria generated by self and others to evaluate writing; and

(C) accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer.

§110.53. *Research and Technical Writing (One-Half to One Credit).*

(a) Introduction.

(1) The study of technical writing allows high school students to earn one-half to one credit while developing skills necessary for writing persuasive and informative texts such as essays, reports, proposals, and memoranda. This rigorous composition course asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of his/her own writing as well as the writing of others insures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Research and Technical Writing, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student writes for a variety of purposes and audiences. The student is expected to:

(A) write informative and persuasive texts, including essays, reports, and proposals;

(B) use the distinguishing characteristics of various written forms such as essays, scientific reports, speeches, and memoranda;

(C) write in voice and style appropriate to audience and purpose; and

(D) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:

(A) select and apply prewriting strategies to generate ideas, develop voice, and plan;

(B) employ precise language and technical vocabulary to communicate ideas clearly and concisely;

(C) use sentence structure, organization, and rhetorical devices appropriate to audience and purpose;

(D) use effective sequence and transitions to achieve coherence and meaning;

(E) revise drafts by rethinking content, organization, and style to better accomplish the task;

(F) proofread and edit as appropriate for the conventions of standard written English;

(G) use resources such as texts and other people for editing;

(H) use available technology for aspects of creating, revising, editing, and publishing texts; and

(I) write both independently and collaboratively.

(3) The student writes to investigate self-selected and assigned topics. The student is expected to:

(A) use writing such as learning logs to formulate questions, refine topics, and clarify ideas;

(B) compile information from primary and secondary sources using available technology;

(C) organize and link related information from multiple sources;

(D) represent information in a variety of ways such as graphics and conceptual maps; and

(E) compile written ideas, representations, and interpretations into reports, summaries, or other formats and draw conclusions.

(4) The student applies the conventions of usage and mechanics of written English. The student is expected to:

(A) produce legible written work, including handwritten, word processed, and typed documents;

(B) use correct capitalization and punctuation;

(C) use correct spelling in the final draft;

(D) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts;

(E) use appropriate technical vocabulary; and

(F) consistently use a manual or form such as *Modern Language Association (MLA)*, *American Psychological Association (APA)*, and *The Chicago Manual of Style (CMS)*.

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

(A) analyze and discuss published pieces as writing models;

(B) apply criteria to evaluate writing; and

(C) accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer.

§110.54. *Practical Writing Skills (One-Half to One Credit)*.

(a) Introduction.

(1) The study of writing allows high school students to earn one-half to one credit while developing skills necessary for

composing business letters and requests for information, as well as for completing job applications and resumé. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, and the effective use of vocabulary. Students are expected to understand the recursive nature of the writing process. Evaluation of students' own writing as well as the writing of others insures that students completing this course are able to analyze and evaluate their writing. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Practical Writing Skills, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student writes for a variety of audiences and purposes. The student is expected to:

(A) compose business letters with accuracy and clarity;

(B) compose inquiries and requests;

(C) write for authentic, persuasive purposes;

(D) complete written tasks associated with job application such as application form, letters of application, and resumé;

(E) complete order forms; and

(F) take notes.

(2) The student relies increasingly on the conventions and mechanics of written English to communicate clearly. The student is expected to:

(A) produce legible written work, including handwritten, word processed, and typed documents;

(B) employ written conventions appropriately such as capitalizing and punctuating for various forms such as business letters and resumé; and

(C) use correct spelling for final products.

(3) The student appropriately applies the rules of usage and grammar to communicate clearly and effectively. The student is expected to:

(A) produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms;

(B) use varied sentence structures to express meanings and achieve desired effect; and

(C) use appropriate vocabulary.

(4) The student selects and uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:

(A) select and apply prewriting strategies to generate ideas, develop voice, and plan;

(B) develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting;

(C) use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose;

(D) use effective sequence and transitions to achieve coherence and meaning;

(E) revise drafts by rethinking content, organization, and style to better accomplish the task;

(F) edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft;

(G) use resources such as texts and other people as needed for editing;

(H) proofread writing; and

(I) use available technology for creating, revising, editing, and publishing texts.

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

(A) evaluate how well his/her own writing achieves its purposes;

(B) analyze and discuss published pieces as writing models;

(C) apply criteria generated by self and others to evaluate writing; and

(D) accumulate and review his/her own written work to determine its strengths and weaknesses and to set goals as a writer.

§110.55. *Humanities (One Credit).*

(a) Introduction.

(1) Humanities is an interdisciplinary course in which students recognize writing as an art form. Students read widely to understand how various authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and the other fine arts. Humanities is a rigorous course of study in which high school students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations. Students read widely to understand the commonalities that literature shares with the fine arts. In addition, students use written composition to show an in-depth understanding of creative achievements in the arts and literature and how these various art forms are a reflection of history. All students are expected to participate in classroom discussions and presentations that lead to an understanding, appreciation, and enjoyment of critical, creative achievements throughout history. Understanding is demonstrated through a variety of media. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Humanities, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student reads widely to recognize writing as an art form. The student is expected to:

(A) read widely to understand authors' craft and to discover models to use in his/her own writing;

(B) recognize the major historical and cultural movements as reflected in various art forms;

(C) identify the elements common to literature and other fine arts;

(D) read literary responses to political, social, and philosophical movements;

(E) identify elements of literary creativity;

(F) develop and apply criteria for evaluating literary works and other art forms; and

(G) read widely to see connections (commonalities) that literature shares with fine arts.

(2) The student expresses and supports responses to various types of texts and compositions. The student is expected to:

(A) respond to aesthetic elements in texts and other art forms through various outlets such as discussions, journals, oral interpretations, and enactments;

(B) use elements of text and other art forms to defend his/her own responses and interpretations;

(C) compare reviews of literature, film performance, and other art forms with his/her own responses;

(D) evaluate his/her own responses to text and other art forms for evidence of growth; and

(E) identify and analyze how various art forms are a reflection of history such as political, social, and philosophical movements.

(3) The student uses writing as a tool for learning and research. The student is expected to:

(A) show an in-depth understanding of creative achievements in literature and the arts through writing;

(B) describe how personal creativity is expressed within the requirements of an art form;

(C) describe the relationship between form and expression; and

(D) analyze art forms.

(4) The student speaks clearly and effectively to audiences for a variety of purposes. The student is expected to:

(A) participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as:

(i) discuss how personal creativity is expressed within the requirements of an art form;

(ii) discuss conditions that encourage creativity;

(iii) discuss the relationship between form and expression; and

(iv) discuss the major historical and cultural movements as reflected in various art forms; and

(B) analyze art forms orally such as:

(i) discuss structural elements common to literature and the other fine arts;

(ii) discuss literary responses to political, social, and philosophical movements;

(iii) discuss elements of literary creativity;

(iv) discuss criteria for evaluating literary works and other art forms; and

(v) evaluate (orally) literary works and other art forms.

(5) The student understands and interprets visual representations. The student is expected to:

(A) describe how personal creativity is expressed within the requirements of an art form and through the elements of artistic design;

(B) identify conditions that encourage creativity; and

(C) explore the relationship between form and expression.

(6) The student analyzes and critiques the significance of visual representations. The student is expected to:

(A) recognize and evaluate how literature and various other art forms convey messages; and

(B) examine the impact of literature and various other art forms.

§110.56. *Speech Communication (One Credit).*

(a) Introduction.

(1) Understanding and developing skills in oral communication are fundamental to all other learning and to all levels of human interaction. Students must understand concepts and processes involved in sending and receiving oral messages, evaluating, and using nonverbal communication, and listening for a variety of purposes. In Speech Communication, students develop communication competence in interpersonal, group, and public interaction to establish and maintain productive relationships and function effectively in social, academic, and citizenship roles. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Speech Communication, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) Communication process. The student demonstrates knowledge of communication as a process for exchanging messages and creating meaning. The student is expected to:

(A) explain the importance of communication in daily interaction;

(B) identify and analyze the related components of the communication process as a foundation for communication skills;

(C) identify characteristics of oral language and analyze standards for using oral language appropriately;

(D) identify types of nonverbal communication and analyze their effects;

(E) identify the components of the listening process;

(F) identify and analyze standards for making communication choices considering, appropriateness for self, listener, occasion, and task;

(G) explain how perceptions of self and others influence communication;

(H) explain how knowledge, attitudes, needs, and priorities influence communication;

(I) recognize how culture influences communication; and

(J) identify and analyze responsibilities of communicators.

(2) Interpersonal. The student uses appropriate interpersonal communication strategies. The student is expected to:

(A) explain the importance of productive, interpersonal communication;

(B) identify characteristics of effective interpersonal communication such as courtesy, tact, and assertiveness;

(C) use language appropriately in a variety of interpersonal situations;

(D) use appropriate nonverbal communication in interpersonal situations;

(E) use critical, reflective, and empathic listening skills to enhance interpersonal relationships;

(F) participate appropriately in conversations for a variety of purposes;

(G) use effective strategies for making communication decisions, solving problems, and managing conflicts; and

(H) analyze and evaluate the appropriateness of own communication and the communication of others in interpersonal situations.

(3) Group. The student uses appropriate communication in group situations. The student is expected to:

(A) explain the importance of groups in a democratic society;

(B) identify the purposes and functions of various types of informal and formal groups;

(C) demonstrate understanding of basic theories and principles of effective group dynamics;

(D) analyze roles assumed by group members and their influence on group effectiveness;

(E) use appropriate verbal, nonverbal, and listening strategies to communicate effectively in groups;

(F) use effective strategies for problem solving, conflict management, and consensus building in groups;

(G) use parliamentary procedure effectively;

(H) prepare, organize, and present group discussions for an audience;

(I) make appropriate impromptu contributions and/or speeches in group decision making; and

(J) evaluate group effectiveness.

(4) Speech preparation. The student uses appropriate processes and skills for preparing speeches. The student is expected to:

(A) analyze audience, purpose, and occasion;

(B) apply appropriate criteria for choosing and limiting topics;

(C) choose and limit purposes for speeches;

(D) research topics for speeches using a variety of primary, secondary, and electronic sources;

(E) organize speeches using the traditional elements of speech form, including an introduction, body, and conclusion;

(F) use logical patterns of organization such as chronological, topical, and cause/effect to develop specific topics;

(G) organize and develop outlines to reflect logical speech form;

(H) use appropriate logical, ethical, and emotional proofs to support and clarify points;

(I) choose appropriate devices for introductions and conclusions;

(J) use appropriate rhetorical strategies such as clear transition statements, signposts, previews, and summaries for clarity;

(K) make effective choices for using language in speeches such as informal usage for effect, standard English for clarity, and technical language for specificity;

(L) write manuscripts for speeches to enhance oral style and facilitate memory; and

(M) produce and use concise notes and/or visual aids appropriately.

(5) Speech form. The student analyzes speech form. The student is expected to:

(A) explain the importance of public dialogue in a democratic society;

(B) identify and analyze the functions of traditional elements of speech form, including introductions, bodies, and conclusions;

(C) analyze the characteristics of speeches to inform, persuade, or inspire; and

(D) analyze oral and written models of speeches as a basis for developing speech skills.

(6) Speech presentation. The student uses appropriate strategies to rehearse and present. The student is expected to:

(A) use appropriate techniques and strategies to overcome communication apprehension, build self-confidence, gain command of ideas and information, and revise speeches;

(B) use language clearly and appropriately;

(C) use nonverbal strategies appropriately;

(D) use notes, manuscripts, rostrum, visual aids, or electronic devices appropriately; and

(E) demonstrate a lively sense of interaction with audiences.

(7) Speech evaluation. The student uses appropriate strategies to analyze and evaluate speeches. The student is expected to:

(A) analyze and evaluate oral and written speech models;

(B) use critical listening skills to evaluate speeches; and

(C) provide oral or written critiques of his/her own and others' speeches.

§110.57. *Public Speaking I, II, III (One-Half to One Credit).*

(a) Introduction.

(1) In order to have full participation in the democratic process, students must have a good understanding of public dialogue. Students must learn the concepts and skills related to preparing and presenting public messages and to analyzing and evaluating the messages of others. Within this process, students will gain skills in reading, writing, speaking, listening, and thinking and will examine areas such as invention, organization, style, memory, and delivery. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Public Speaking I, II, III, elective courses, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:

(A) recognize the influence of classical rhetoric in shaping Western thought;

(B) explain and use the classical rhetorical canons of invention, organization, style, memory, and delivery;

(C) analyze how modern public address influences public opinion and policy in a democracy;

(D) analyze the ethical responsibilities that accompany freedom of speech;

(E) develop and use critical, deliberative, evaluative, empathic, and appreciative listening skills to analyze and evaluate speeches; and

(F) apply knowledge and understanding of rhetoric to analyze and evaluate oral or written speeches.

(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:

(A) identify and analyze the traditional elements of speech form, including introduction, body, and conclusion;

(B) identify and analyze logical patterns of organization for specific speech forms;

(C) identify and analyze the characteristics of a speech to inform;

(D) identify and analyze the characteristics of a speech to persuade, including propositions of fact, value, problem, and/or policy;

(E) identify and analyze characteristics of speeches for special occasions; and

(F) analyze and evaluate the rhetorical elements in models of speeches that inform, persuade, or inspire.

(3) Invention. The student plans speeches. The student is expected to:

(A) identify and analyze the audience and occasion as a basis for choosing speech strategies;

(C) select and limit purposes for speeches;

(B) select and limit topics for speeches considering his/her own interests, timeliness, and importance of the topic;

(D) research topics using primary and secondary sources, including electronic technology; and

(E) analyze oral and written speech models to evaluate the topic, purpose, audience, and occasion.

(4) Organization. The student organizes speeches. The student is expected to:

(A) apply knowledge of speech form to organize and design speeches;

(B) organize speeches effectively for specific topics and purposes, audiences, and occasions;

(C) choose logical patterns of organization for bodies of speech;

(D) prepare outlines reflecting logical organization; and

(E) analyze and evaluate the organization of oral or written speech models.

(5) Proofs. The student uses valid proofs and appeals in speeches. The student is expected to:

(A) analyze the implications of the audience occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches;

(B) choose logical proofs that meet standard tests of evidence;

(C) use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches;

(D) choose proofs and appeals that enhance a specific topic, purpose, and tone;

(E) choose and develop appropriate devices for introductions and conclusions;

(F) choose or produce effective visual supports; and

(G) analyze and evaluate the proofs and appeals used in oral or written speech models.

(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:

(A) distinguish between oral and written language styles;

(B) write manuscripts to facilitate language choices and enhance oral style;

(C) use rhetorical and stylistic devices to achieve clarity, force, and aesthetic effect;

(D) use informal, standard, and technical language appropriately;

(E) employ previews, transitions, summaries, signposts, and other appropriate rhetorical strategies to enhance clarity; and

(F) evaluate a speaker's style in oral or written speech models.

(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:

(A) employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas;

(B) rehearse and employ a variety of delivery strategies;

(C) develop verbal, vocal, and physical skills to enhance presentations;

(D) use notes, manuscripts, rostrum, microphone, visual aids, and/or electronic devices; and

(E) maintain a lively sense of interaction with an audience.

(8) Evaluation. The student analyzes and evaluates speeches. The student is expected to:

(A) use critical, deliberative, and appreciative listening skills to evaluate speeches; and

(B) critique speeches using knowledge of rhetorical principles.

§110.58. *Communication Applications (One-Half Credit).*

(a) Introduction.

(1) For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem solving processes. Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Communication Applications are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:

- (A) explain the importance of effective communication skills in professional and social contexts;
- (B) identify the components of the communication process and their functions;
- (C) identify standards for making appropriate communication choices for self, listener, occasion, and task;
- (D) identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately;
- (E) identify types of nonverbal communication and their effects;
- (F) recognize the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance;
- (G) identify the components of the listening process;
- (H) identify specific kinds of listening such as critical, deliberative, and empathic;
- (I) recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions;
- (J) identify and analyze ethical and social responsibilities of communicators; and K) recognize and analyze appropriate channels of communication in organizations.

(2) Interpersonal. The student uses appropriate interpersonal-communication strategies in professional and social contexts. The student is expected to:

- (A) identify types of professional and social relationships, their importance, and the purposes they serve;
- (B) employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships;
- (C) use communication-management skills to build confidence and develop appropriate assertiveness, tact, and courtesy;
- (D) use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;
- (E) make clear appropriate requests, give clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others;
- (F) participate appropriately in conversations;
- (G) communicate effectively in interviews;
- (H) identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age; and
- (I) analyze and evaluate the effectiveness of own and others' communication.

(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:

- (A) identify kinds of groups, their importance, and the purposes they serve;
- (B) analyze group dynamics and processes for participating effectively in groups, committees, or teams;
- (C) identify and analyze the roles of group members and their influence on group dynamics;
- (D) demonstrate skills for assuming productive roles in groups;
- (E) use appropriate verbal, nonverbal, and listening strategies to promote group effectiveness;
- (F) identify and analyze leadership styles;
- (G) use effective communication strategies in leadership roles;
- (H) use effective communication strategies for solving problems, managing conflicts, and building consensus in groups; and
- (I) analyze the participation and contributions of group members and evaluate group effectiveness.

(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:

- (A) analyze the audience, occasion, and purpose when designing presentations;
- (B) determine specific topics and purposes for presentations;
- (C) research topics using primary and secondary sources, including electronic technology;
- (D) use effective strategies to organize and outline presentations;
- (E) use information effectively to support and clarify points in presentations;
- (F) prepare scripts or notes for presentations;
- (G) prepare and use visual or auditory aids, including technology, to enhance presentations;
- (H) use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information;
- (I) use effective verbal and nonverbal strategies in presentations;
- (J) prepare, organize, and participate in an informative or persuasive group discussion for an audience;
- (K) make individual presentations to inform, persuade, or motivate an audience;
- (L) participate in question and answer sessions following presentations;
- (M) apply critical-listening strategies to evaluate presentations; and

(N) evaluate effectiveness of his/her own presentation.

§110.59. *Oral Interpretation I, II, III (One to Three Credits).*

(a) Introduction.

(1) In Oral Interpretation, students study the oral reading or performance of a literary text as a communication art. Students enrolled in Oral Interpretation I, II, III will select, research, analyze, adapt, interpret, and perform literary texts. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Oral Interpretation I, II, III, elective courses, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) Definition and theory. The student recognizes oral interpretation as a communication art. The student is expected to:

(A) explain contemporary definitions and theories of oral interpretation as a communication art;

(B) analyze the role of the interpreter and the ethical responsibilities to the author, the literary text, and the audience; and

(C) develop and use a workable theory of interpretation as a basis for performance choices.

(2) Selection. The student selects literature for performance. The student is expected to:

(A) select literature appropriate for the reader, the audience, and the occasion;

(B) apply standards of literary merit when selecting literature for individual or group performance;

(C) choose literature that can be appropriately adapted; and

(D) select performance materials from a variety of literary genre.

(3) Research. The student uses relevant research to promote understanding of literary works. The student is expected to:

(A) read the text to grasp the author's meaning, theme, tone, and purpose; and

(B) research the author, author's works, literary criticism, allusions in the text, definition and pronunciations of words to enhance understanding and appreciation of the chosen text.

(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:

(A) identify and analyze the literary form or genre;

(B) identify and analyze structural elements in the chosen text;

(C) identify and analyze the narrative voice and/or other speakers (personae) in the literature;

(D) identify and analyze the time, place, and atmosphere (locus);

(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom, where, when and for what reason;

(F) analyze individual units such as paragraphs, versus, sentences, and lines for meaning and specificity;

(G) identify descriptive phrases, figures of speech, stylistic devices, and word choices to analyze the imagery in the text;

(H) trace the emotional progression of the text; and

(J) recognize literal and symbolic meanings, universal themes, or unique aspects of the text.

(5) Adaptation. The student adapts written text for individual or group performance based on appropriate research and analysis. The student is expected to:

(A) maintain ethical responsibility to author, text, and audience when adapting literature;

(B) apply appropriate criteria for lifting scenes and cutting literary selections;

(C) use effective strategies for planning and organizing programs focused on a specific theme, author, or central comment; and

(D) write appropriate introductions, transitions, and/or conclusions to supplement the text.

(6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:

(A) justify the use or nonuse of manuscript or other aids;

(B) justify strategies for the use of focus, gesture, and movement;

(C) justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause;

(D) justify the use of dialect, pronunciation, enunciation, or articulation; and

(E) use research, analysis, personal experiences, and responses to the literature to justify performance choices.

(7) Rehearsal and performance. The student uses insights gained from research and analysis to rehearse and perform literature for a variety of audiences and occasions. The student is expected to:

(A) use effective rehearsal strategies to promote internalization and visualization of the text;

(B) use appropriate rehearsal strategies to develop confidence and enhance effective communication of the text to an audience in individual and group performance;

(C) participate in effective group decision-making processes to prepare and present group performances; and

(D) present individual and group performances.

(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:

- (A) listen critically and appreciatively and respond appropriately to performance of others;
- (B) analyze and evaluate various performance styles;
- (C) use a variety of techniques to evaluate and critique own and others' performances; and
- (D) set goals for future performances based on evaluation.

§110.60. *Debate I, II, III (One to Three Credits).*

(a) Introduction.

(1) Controversial issues arise in aspects of personal, social public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues and clashes of opinion. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Debate I, II, III, elective courses, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) Role in Society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to:

- (A) identify the historical and contemporary use of debate in social, political, and religious arenas;
- (B) examine the role of the forensic progression of discussion, persuasion, and debate in dealing with controversial issues; and
- (C) recognize the role of argumentation and debate as an effective means of analyzing issues, discovering truth, finding solutions to problems, and understanding opposing viewpoints.

(2) Analysis of issues. The student analyzes controversial issues. The student is expected to:

- (A) use appropriate standards to analyze and interpret propositions of fact, value, problem, and policy;
- (B) accurately phrase and define debatable propositions;
- (C) analyze and evaluate propositions and related issues presented in academic and public settings; and
- (D) recognize, analyze, and use various debate formats to support propositions.

(3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to:

- (A) explain the concept of a value as it applies to a debate;
- (B) analyze the role of value assumptions in formulating and evaluating argument;
- (C) analyze the works of classical and contemporary philosophers;
- (D) apply various standards for evaluating propositions of value;
- (E) apply value assumptions and/or classical and contemporary philosophies appropriately in formulating arguments;
- (F) develop and use valid approaches to construct affirmative and negative cases;
- (G) use valid proofs appropriately to support claims in propositions of value;
- (H) construct briefs for value propositions; and
- (I) apply voting criteria to value propositions.

(4) Propositions of policy. The student develops and demonstrates skills for debating propositions of policy. The student is expected to:

- (A) evaluate implications of stock issues in affirmative and negative case construction and refutation;
- (B) use and evaluate a variety of valid affirmative and negative strategies to construct affirmative and negative cases;
- (C) construct debate briefs for policy propositions; and
- (D) analyze and adapt approaches to accommodate a variety of judging paradigms.

(5) Logic. The student applies critical thinking, logic, and reasoning in debate. The student is expected to:

- (A) analyze and create arguments using various forms of logic such as inductive and deductive reasoning, syllogisms, traditional models of logic, and cause-effect;
- (B) identify fallacies in reasoning and apply standards of validity and relevancy in analyzing and constructing argument; and
- (C) analyze the role of value assumptions in personal, social, and political conflicts.

(6) Proof. The student utilizes research and proof in debate. The student is expected to:

- (A) locate and use a variety of reliable technological and print sources;
- (B) identify and apply standard tests of evidence for choosing appropriate logical proofs;
- (C) demonstrate skill in recording and organizing information; and
- (D) observe ethical guidelines for debate research and use of evidence.

(7) Case construction. The student identifies and applies the basic concepts of debate case construction. The student is expected to:

(A) identify the roles and responsibilities of the affirmative and negative positions;

(B) explain and apply the distinctive approaches to prima facie case construction; and

(C) use a variety of approaches to construct logical affirmative and negative cases.

(8) Refutation. The student identifies and applies the basic concepts of argumentation and refutation. The student is expected to:

(A) listen critically to formulate responses;

(B) take accurate notes during argumentation (flow a debate);

(C) analyze and apply a variety of approaches for refuting and defending arguments;

(D) recognize and use effective cross-examination strategies; and

(E) extend cross-examination responses into refutation.

(9) Delivery. The student uses effective communication skills in debating. The student is expected to:

(A) use precise language and effective verbal skills in argumentation and debate;

(B) use effective nonverbal communication in argumentation and debate;

(C) use effective critical-listening strategies in argumentation and debate;

(D) demonstrate ethical behavior and courtesy during debate; and

(E) develop extemporaneous speaking skills.

(10) Evaluation. The student evaluates and critiques debates. The student is expected to:

(A) use a knowledge of debate principles to develop and apply evaluation standards for various debate formats; and

(B) provide valid and constructive written and/or oral critiques of debates.

§110.61. Independent Study in Speech (One-Half to One Credit).

(a) Introduction.

(1) Communication skills are important in all aspects of life. Students who have mastered concepts and developed skills in introductory courses should be provided an opportunity to extend their knowledge and expand their skills in more advanced study. Independent study in speech provides opportunity for advanced students to plan, organize, produce, perform, and evaluate a project that enables them to develop advanced skills in communication, critical thinking, and problem solving. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Independent Study in Speech, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) Proposal. The student plans and designs an independent study project. The student is expected to:

(A) select a topic and define a purpose for an independent study project focused on a specific aspect of communication;

(B) review the research related to the topics identified;

(C) develop a formal proposal for project; and

(D) plan the format and develop timelines for production and presentation.

(2) Research. The student conducts research to support and develop the approved project. The student is expected to:

(A) locate and gather information from a variety of primary, secondary, and electronic sources;

(B) use systematic strategies to organize and record information; and

(C) analyze the research data and develop conclusions to provide a basis for the project.

(3) Produce. The student produces the final product for the project. The student is expected to:

(A) limit and focus the chosen topic, purpose, and format for the presentation;

(B) develop systematic strategies to document the project;

(C) develop appropriate evaluation strategies for each aspect of the production and presentation of the project;

(D) organize and outline the text for the presentation;

(E) choose appropriate proofs, literary texts, and/or scenes to develop and support the text;

(F) produce a written text of superior quality; and

(G) review and revise plans, outlines, and scripts with the teacher.

(4) Rehearse and present. The student presents the final product. The student is expected to:

(A) use rehearsal strategies to gain command of the text and enhance communication and staging of the presentation;

(B) demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation;

(C) use appropriate visual and auditory aids to support, create interest, and/or add aesthetic appeal to the final presentation; and

(D) present documentation of the progress of the project and submit the final written text or script.

(5) Evaluate. The student and designated individuals evaluate the project. The student is expected to:

(A) use designated strategies to evaluate the project and the presentation; and

(B) analyze problems related to the project and assess implications for future projects.

§110.62. *Journalism (One-Half to One Credit).*

(a) Introduction.

(1) Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Writing, technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Journalism, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student demonstrates an understanding of media development, press law, and responsibility. The student is expected to:

- (A) identify the history and development of American journalism through people and events;
- (B) identify the foundations of journalistic ethics; and
- (C) distinguishes between responsible and irresponsible media action.

(2) The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:

- (A) locate information sources such as persons, databases, reports, and past interviews; gathers background information; and researches to prepare for an interview or investigate a topic;
- (B) plan and write relevant questions for an interview or in-depth research;
- (C) evaluate and confirm the validity of background information from a variety of sources such as other qualified persons, books, and reports;
- (D) incorporate direct and indirect quotes and other research to write in copy;
- (E) revise and edit copy using appropriate copyreading and proofreading symbols;
- (F) use different forms of journalistic writing such as reviews, ad copy, columns, news, features, and editorials to inform, entertain, and/or persuade;
- (G) demonstrate an understanding of the elements of news through writing;

(H) select the most appropriate journalistic format of present content;

(I) use journalistic style;

(J) gather information through interviews (in person or telephone);

(K) write captions;

(L) demonstrate an understanding of the function of headlines through the writing of headlines; and

(M) rewrite copy.

(3) The student demonstrates understanding of the principles of publishing through design using available technologies. The student is expected to:

(A) identify the variety of journalistic publications and products such as newspapers, newsmagazines, and newsletters;

(B) design elements into an acceptable presentation;

(C) use illustrations or photographs that have been cropped, to communicate and emphasize a topic;

(D) use graphic devices such as lines, screens, and art to communicate and emphasize a topic;

(E) prepare a layout for publication; and

(F) design an advertisement for a particular audience.

(4) The student demonstrates an understanding of the economics of publishing. The student is expected to:

(A) differentiate between advertising appeals and propaganda;

(B) demonstrate understanding of the type of advertising such as classified, display, or public service; and

(C) understand general salesmanship in selling student-produced publications.

§110.63. *Independent Study in Journalism (One-Half to One Credit).*

(a) Introduction.

(1) Students enrolled in Independent Study in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written communications on a regular basis, carefully examining their copy for clarity, engaging language, and using the conventions and mechanics of written English correctly. Students will become analytical consumers of media and technology to enhance their communication skills. Writing, technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Independent Study in Journalism will refine and enhance their journalistic skills, research self-selected topics, plan, organize, and prepare a project(s). For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Independent Study in Journalism, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student refines and enhances journalistic skills. The student is expected to:

(A) formulate questions, refine topics, and clarify ideas;

(B) organize and support what is known and what needs to be learned about a topic;

(C) compile information from primary and secondary sources using available technology;

(D) organize information from multiple sources, including primary and secondary sources;

(E) link related information and ideas from a variety of sources; and

(F) access appropriate print and non-print information using text and technical resources, including databases.

(2) The student produces visual representations that communicate with others. The student is expected to:

(A) conduct a research project(s) with instructor guidance and produce an original work in print or another medium demonstrating advanced skill; and

(B) use a range of techniques in planning and creating projects.

§110.64. *Advanced Broadcast Journalism I, II, III (One-Half Credit to One Credit).*

(a) Introduction.

(1) Students need to be critical viewers, consumers, and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Advanced Broadcast Journalism I, II, III, elective courses, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student demonstrates knowledge of broadcast journalism. The student is expected to:

(A) identify the historical development of broadcasting from early radio to present day television;

(B) identify the function and role of broadcast media (radio, television) in society;

(C) evaluate the laws and ethical considerations affecting broadcast journalism;

(D) explore the impact of radio and television on society;

(E) identify the role of broadcast media consumers; and

(F) identify the strategies of broadcasting to reach certain audiences, including programming decisions.

(2) The student recognizes how broadcast productions are created and disseminated. The student is expected to:

(A) understand the role of various personnel, including producers, station managers, technical directors, camera operators, and news anchors, in broadcast journalism;

(B) identify technical elements of broadcast production used to create and deliver news such as equipment, camera basics, editing, and captions;

(C) understand the economics of broadcasting such as advertising and public funds; and

(D) demonstrate understanding of how media content is produced by creating and presenting a broadcast journalism product such as a news report, or an interview.

§110.65. *Photojournalism (One-Half to One Credit).*

(a) Introduction.

(1) Students enrolled in Photojournalism communicate in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, interpret, and critique visual representation, carefully examining their product for publication. Students will become analytical consumers of media and technology to enhance their communication skills. High school students will study the laws and ethical considerations that impact photography. Technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, and produce effective visual representations. Students enrolled in this course will refine and enhance their journalistic skills, plan, prepare, and produce photographs for a journalistic publication. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Photojournalism, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student interprets/critiques visual representations. The student is expected to:

(A) recognize the major events in the development of modern day photography;

(B) recognize composition principles and their impact on photography;

(C) recognize and apply ethical and legal standards to all aspects of photojournalism; and

(D) recognize the impact of electronic technology and future trends in digital imaging on the traditional field of photo journalism.

(2) The student produces visual representations that communicate with others. The student is expected to:

(A) identify the basic parts of a camera and their functions;

(B) identify different types of film and determine their appropriate uses;

(C) produce a properly exposed print where the subject is sharply focused and demonstrate the use of the elements or principles of design;

(D) use lighting and be aware of its qualities such as direction, intensity, color, and the use of artificial light;

(E) stop action by determining appropriate shutter speed or use panning or hand holding with slower shutter speeds;

(F) evaluate technical qualities of photos;

(G) practice safety in handling and disposing of chemicals when operating in a darkroom;

(H) learn the theory of film developing by understanding the latent image, film structure, and method of development;

(I) use appropriate equipment to process film and make prints and make contact sheets;

(J) create digitized images using technology to complete the process; and

(K) improve print quality by using appropriate equipment or technology.

(3) The student incorporates photographs into journalistic publication. The student is expected to:

(A) plan photo layouts;

(B) illustrate events with appropriate photos and captions;

(C) plan photographs in relation to assignments from an editor; and

(D) set up or follow a system for keeping track of negatives, photo images, contact sheets, and meeting deadlines.

§110.66. *Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine (One-Half to One Credit).*

(a) Introduction.

(1) Students enrolled in *Advanced Journalism: Yearbook I, II, III, III/Newspaper I, II, III/Literary Magazine* communicate in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In *Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine*, students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will learn journalistic ethics and standards. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in *Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine* will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s). For high school students whose first language is

not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for *Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine*, elective courses, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student understands individual and staff responsibilities of coverage appropriate for the publication's audience. The student is expected to:

(A) understand the role and responsibilities of each staff member and the purpose of the publication;

(B) use the skills necessary to plan and produce a publication;

(C) read other publications, both professional and student-produced, and generate story ideas of interest or of need to the publication's audience;

(D) conduct research using a variety of sources such as firsthand interviews and other means available, including the Internet; and

(E) conceive coverage ideas and create multifaceted presentations of material, including but not limited to, standard story form, infographics, sidebars, photos, and art.

(2) The student understands journalistic ethics and standards and the responsibility to cover subjects of interest and importance to the audience. The student is expected to:

(A) find a variety of sources to provide balance to coverage;

(B) compose the story accurately keeping his/her own opinion out of non-editorial coverage;

(C) provide editorial coverage to inform and encourage the reader to make intelligent decisions;

(D) critique the publication to find its strengths and weaknesses and work toward an improved product based on those critiques; and

(E) actively seeks non-staff opinion on the publication and determine whether that opinion should affect the publication.

(3) The student understands all aspects of a publication and the means by which that publication is created. The student is expected to:

(A) report and write for publications;

(B) write and design headlines for publications;

(C) research and write captions for publications;

(D) plan and produce photographs for publications;

(E) design publications;

(F) create and follow a financial plan for supporting publications, including sales and advertising; and

(G) consider finances in making decisions, including number of pages and cost-incurred extras such as color, paper quality, number of copies.

(4) The student produces publications. The student is expected to:

(A) determine which events and issues are newsworthy for a readership;

(B) use skills in reporting and writing to produce publications;

(C) select the most appropriate journalistic format to present content;

(D) create pages for publications;

(E) incorporate photographs with captions or graphics into publications;

(F) use available technology to produce publications; and

(G) evaluate stories/coverage for balance and readability.

(5) The student demonstrates leadership and teamwork abilities. The student is expected to:

(A) determine roles for which different team members will assume responsibility;

(B) determine coverage and concepts for publications;

(C) develop a deadline schedule and a regular means of monitoring progress;

(D) submit work for editing and critiquing and make appropriate revisions;

(E) edit and critique work of others; and

(F) work cooperatively and collaboratively through a variety of staff assignments.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 6, 1997.

TRD-9710188

Criss Cloudt

Associate Commissioner, Policy Planning and Research

Texas Education Agency

Effective date: September 1, 1998

Proposal publication date: June 6, 1997

For further information, please call: (512) 463-9701



Subchapter D. Other High School English Language Arts and Reading Courses

19 TAC §§110.81-110.88

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the foundation curriculum.

§110.81. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Other High School English Language Arts and Reading Courses.

The provisions of this subchapter shall be implemented by school districts beginning September 1, 1998.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 6, 1997.

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Chapter 111. Texas Essential Knowledge and Skills for Mathematics

The Texas Education Agency (TEA) adopts new §§111.11-111.17, 111.21-111.24, 111.35, 111.36, and 111.51-111.60, concerning mathematics. Sections 111.11-111.17, 111.21-111.24, 111.35, 111.36, 111.51, and 111.52 are adopted with changes to the proposed text as published in the June 6, 1997, issue of the *Texas Register* (22 TexReg 5397). Sections 111.53-111.60 are adopted without changes and will not be republished.

The new sections establish the essential knowledge and skills for elementary and middle school mathematics; and the following high school courses: Precalculus, Mathematical Models with Applications, Independent Study in Mathematics, Advanced Placement (AP) Statistics, Advanced Placement (AP) Calculus AB, Advanced Placement (AP) Calculus BC, IB Mathematical Studies Subsidiary Level, IB Mathematical Methods Subsidiary Level, IB Mathematics Higher Level, IB Advanced Mathematics Subsidiary Level, and Concurrent Enrollment in College Courses. The sections shall be implemented by school districts beginning September 1, 1998, and at that time shall supersede §75.27(a)-(g) of this title (relating to Mathematics), §75.43(a) and (b) of this title (relating to Mathematics), and §75.63(o), (q)-(u) and (bb) of this title (relating to Mathematics). School districts can choose to implement the Texas essential knowledge and skills (TEKS) for courses which essential elements can be found in 19 Chapter 75, during the 1997-1998 school year. The State Board of Education (SBOE) adopted Texas essential knowledge and skills for three high school courses: Algebra I, Algebra II, and Geometry in July 1996.

The mathematics TEKS raise the standards expected of students in mathematics to a level that is both demanding and appropriate at this point. The State Board of Education (SBOE) can continue to increase expectations in the coming years through the review process of the TEKS.

The following changes have been made since the sections were proposed.

Changes were made to various sections to improve clarity of language and increase specificity and rigor. The degree of rigor of the mathematics curriculum has steadily increased beginning with revision in 1989 of the original essential elements and

continuing with elimination of state high school graduation credit for Fundamentals of Mathematics and Consumer Mathematics in 1992, and of Pre-Algebra in 1996. The process to strengthen students' mathematics skills continued with board adoption of the requirement that all students take Algebra I, which, as stated in §74.26(b) of this title (relating to Award of Credit), students can take in Grade 7 or 8, if they show proficiency at the local level, rather than waiting until Grade 9.

Revisions are made to the first introductory paragraph at each grade level to delineate the number and operation focus more clearly.

Language was inserted in the first two knowledge and skills statements for the strand "underlying processes and mathematical tools" to clarify the mathematics content level. For example, the Grade 1 knowledge and skills statement in §111.13(b)(11) has been amended to read, "the student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school."

Some parameters were added or adjusted in counting, comparison, and computation to be more age/grade appropriate. For example, the Grade 1 student expectation statement in §111.13(b)(1)(A) has been amended to read: "compare and order whole numbers up to 99..."

The phrase "read the numbers" has been added to some student expectation statements in early elementary school. For example, the Grade 2 student expectation statement in §111.14(b)(1) the language has been amended to read: "the student is expected to use...compare, and order whole numbers (through 999), read the numbers, and record the comparisons..."

Several examples were added throughout the sections to clarify what is meant by "fact families." For example, the Grade 3 student expectation statement in §111.15(b)(6)(C) is proposed to read: "identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$."

Several student expectation statements regarding recall of computation facts were rewritten and moved from the "patterns, relationships, and algebraic thinking" strand to the "number, operation, and quantitative reasoning" strand. For example, the Grade 4 student expectation statement in §111.16(b)(4)(C) was amended to read "recall and apply multiplication facts through 12x12." A similar statement, which includes the phrase "using patterns" was deleted as a student expectation under the "patterns, relationships, and algebraic thinking" strand, and statements under this strand were rewritten to help enable students to remember facts.

Wording was added to clarify when an estimate or an exact answer is appropriate. For example, the Grade 6 student expectation statement in §111.22(b)(11)(D) was amended to read "...techniques such as mental math, estimation, and number sense to solve problems."

A statement was added regarding the use of formulas in problem solving. For example, the Grade 8 student expectation in §111.24(b)(8)(C) was amended to read "estimate answers and use formulas to solve application problems..."

The phrase "appropriate units" was added under the area of communicating mathematical ideas. For example, the Grade 7 student expectation statement in §111.23(b)(14)(A) was amended to read: "communicate mathematical ideas using language, efficient tools, appropriate units, and..."

Minor word clarification changes are made to the several sections. For example, "analyze the data" has replaced the phrase "analyze it" in §111.36(c)(3)(A).

A new statement was added under Independent Study, §111.52(c), regarding research/products to satisfy the requirement for the Distinguished Achievement Program.

The following comments have been received regarding adoption of the new sections. Subchapter A. Elementary.

§111.12. Mathematics Kindergarten.

Issue: reading/writing numbers.

Comment. The Mathematically Correct and the Texas Public Policy Foundation commented that they were concerned with students reading numbers in written form to 9.

Agency Response. The language in §111.12(b)(1)(B) has been amended to read "use sets of concrete objects to represent quantities given in verbal or written form (through 9)."

Comment. An individual recommended that in Kindergarten the language "read and write numbers through 30" be added.

Agency Response. The agency disagrees with this comment and did not amend the section. The TEKS define essential knowledge and skills for all students. Given differing experiences and development, reading and writing numbers may not be appropriate for all students in Kindergarten; however, "using numbers to describe how many objects are in a set (through 20)" is essential. Teachers make decisions to go beyond if that is appropriate for their students.

Issue: describe/identify wording.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended replacing the word "describe" to "identify" in §111.12(b)(1)(C).

Agency Response. The agency disagrees with this comment and did not amend the sections. The word "identify" is a lower skill than "describe."

Issue: objects in a set parameter.

Comment. An individual recommended amending the language in §111.12(b)(1)(C) to read "use numbers to describe how many objects are in a set through 20."

Agency Response. The agency agrees with this comment and has amended the section to make the language more appropriate for Kindergarten.

Issue: number sentences.

Comment. Several individuals recommended deleting a phrase from §111.12(b)(4)(A)(4A) that reads "and write corresponding number sentences."

Agency Response. The agency agrees with this comment and has amended the section.

Issue: counting parameter.

Comment. An individual recommended amending the language in §111.12(b)(6)(B) to read "the student is expected to count by ones up to 30." Counting to 100 is too much to expect of students at this level.

Agency Response. The agency disagrees with this comment and did not amend the section. This is a public expectation for Kindergarten students and is important to state.

§111.13. Mathematics, Grade 1.

Issue: place value.

Comment. The Mathematically Correct and the Texas Public Policy Foundation commented that students should know ones, tens, and hundreds places.

Agency Response. The agency disagrees with this comment and did not amend the section. Use of place value is included in §111.13(b)(5)(B) and elsewhere.

Issue: adding/subtraction.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended amending §111.13(b)(1)(A) to include the phrase "up to 99" for specification similar to Grade 2.

Agency Response. The agency agrees with this comment and has amended the section.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended including examples of fact families in §111.13(b)(5)(C).

Agency Response. The agency agrees with this comment and has amended the section.

Issue: comparison of numbers.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended adding reference to direct comparison of numbers.

Agency Response. The agency disagrees with this comment and did not amend the section because the language is included in later grades.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended adding "up to 99" in §111.13(b)(5)(B).

Agency Response. The agency disagrees with this comment and did not amend the section based on this being too limiting.

Issue: reading/writing numbers.

Comment. An individual recommended including reading and writing numbers through 99.

Agency Response. The agency agrees with this comment and has added a new student expectation in §111.13(b)(1)(D) that reads "read and write whole numbers up to 99 to describe sets of concrete objects."

Issue: number sentences.

Comment. Several individuals recommended amending the language in §111.13(b)(3)(A) to include writing corresponding number sentences.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: recall.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended replacing the word "learn" with the word "recall" in §111.13(b)(3)(B).

Agency Response. The agency disagrees with this comment and did not amend the section because the word already appears in Grade 2.

Issue: expanded notation.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended inserting references to writing numbers in expanded notation.

Agency Response. The agency disagrees with this comment and did not amend the section since this is not an essential skill. Students are not writing number sentences in order to apply expanded notation.

Issue: word clarification.

Comment. Two individuals recommended amending the word "or" to the word "and" in §111.13(b)(9)(B), §111.13(b)(10)(A), and §111.17(b)(7)(A).

Agency Response. The agency agrees with this comment and has amended the sections.

Issue: addition/subtraction.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended including the phrase "subtraction facts" in Grades 1 and 2.

Agency Response. The agency disagrees with this comment and did not amend the sections. Subtraction is learned in Grade 1 and recalled in Grade 2.

Issue: fractions of sets.

Comment. An individual recommended amending §111.13(b)(2)(B) to read "use appropriate language to describe part of a set, such as 3 out of the 8 crayons are red." First graders should not be required to separate a set as currently stated.

Agency Response. The agency agrees with this comment and has amended the section.

§111.14. Mathematics, Grade 2.

Issue: reading/writing numbers.

Comment. An individual recommended adding the phrase "read and write numbers through 999."

Agency Response. The section has been amended to read "the student is expected to use concrete models to represent, compare, and order whole numbers (through 999), read the numbers, and record the comparisons using numbers and symbols (>, <, =)." Writing numbers is performed when students record comparisons using numbers.

Issue: addition/subtraction.

Comment. The Mathematically Correct and the Texas Public Policy Foundation commented that students should recall and apply basic addition facts without using patterns.

Agency Response. The agency agrees with this comment and has amended the section. A new student expectation in §111.14(b)(3)(A) has been added to include this language. Also, §111.14(b)(5)(C) has been amended to read "use patterns to develop strategies to remember basic addition facts" to stress algebraic foundations of patterns.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended adding language in §111.14(b)(5)(C) and §111.16(b)(5)(C) that reads "remember and apply basic addition and subtraction facts." It is recommended to include missing elements as examples of fact families.

Agency Response. Language in §111.14(b)(5)(D) and §111.16(b)(5)(D) have been amended to read "solve subtraction problems related to addition facts (fact families) such as $2 + 3 = 5$, $3 + 2 = 5$, $5 - 3 = 2$, $5 - 2 = 3$."

Issue: skip counting.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended adding "skip count by 3s and 4s" in Grade 2.

Agency Response. The agency disagrees with this comment and did not amend the section since this is not essential for all students.

Issue: other discipline alignment.

Comment. The Texas Association of Supervision and Curriculum Development suggested wording for §111.14(b)(12)(A) that reads "identify and apply the mathematics in everyday situations to align more closely with science.

Agency Response. The word "applies" has been added to the knowledge and skills statement in Grade 2 and throughout the document.

Comment. The Texas Association of Supervision and Curriculum Development recommended adding examples that read "maps and globes" in §111.14(b)(13)(A) to align more closely with Social Studies.

Agency Response. The agency disagrees with this comment and did not amend the section. Maps and globes do not fit in this student expectation, but they could certainly be added into clarifying activities or other support materials.

Issue: examples.

Comment. The Texas Association of Supervision and Curriculum Development commented that the examples provided in §111.14(b)(6)(A) and §111.14(b)(11)(C) are "strange examples".

Agency Response. The agency disagrees with this comment and did not amend the section. These examples were carefully chosen to illustrate the specific concept addressed and have undergone careful review. No change recommended.

§111.15. Mathematics, Grade 3.

Issue: addition/subtraction

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended language that requires students to "select operations."

Agency Response. The agency agrees with this comment and has amended the §111.15(b)(3)(B) to read, "select addition or subtraction and use the operation to solve problems involving whole numbers through 999."

Issue: multiplication/division.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended the need for examples of multiplication and division fact families.

Agency Response. The agency agrees with this comment and has added examples to the sections.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended replacing the word "learn" with the word "recall" §111.15(b)(4)(A).

Agency Response. The agency disagrees with this comment and did not amend the section since this word is included in Grade 4.

Issue: other discipline alignment.

Comment. The Texas Association of Supervision and Curriculum Development recommended standardizing vocabulary for ease of use. It is recommended that the phrase "record data" be used in Health and in the Math area for §111.15(b)(16)(A) the phrase "explain and record observations" should be added. It is also recommended that the phrase "create visuals" be added in Social Studies and the phrase "display data" be added to §111.15(b)(14)(A).

Agency Response. The agency disagrees with this comment and did not amend the sections. The language in §111.15(b)(14)(A) refers to "collect, organize and display data." The phrases "create visuals" and "display data" have different meanings; to use a standard vocabulary for both subjects would alter their meanings.

Comment. The Texas Association of Supervision and Curriculum Development commented that both the math (§111.15(b)(17)(A)) and social studies statements must be more explicit to be useful.

Agency Response. The agency disagrees with this comment and did not amend the section. This student expectation is intended to be an underlying process for students throughout the Grade 3 content; more specificity can be found in knowledge and skill statements §111.15(b)(1)-(14). §111.16. Mathematics, Grade 4.

Issue: multiplication/division

Comment. The Texas Public Policy Foundation recommended that language be added that states "students should recall and apply basic multiplication facts" without "using patterns."

Agency Response. The agency agrees with this comment and has amended the section. A new student expectation has been added §111.16(b)(4)(C) that reads "recall and apply multiplication facts through 12×12 ." Also, the language for

§111.16(b)(6)(A) has been amended to read "use patterns to develop strategies to remember basic multiplication facts" to stress algebraic foundations of patterns.

Issue: Subtraction facts.

Comment. An individual commented that a statement requiring the learning of addition and subtraction facts be added in Grade 4.

Agency Response. The agency disagrees with this comment and did not amend the sections. Statements regarding addition and subtraction facts are in §111.16(b)(3)(A) and (B). Thorough development of addition and subtraction concepts are found in Grades 1-3.

§111.17. Mathematics, Grade 5.

Issue: multiplication/division.

Comment. An individual commented that the statements for §111.17(b)(3)(B) and(C) outlaw too much multiplication without a calculator.

Agency Response. The agency disagrees with this comment and did not amend the section. These TEKS address the essential knowledge and skills for students and do not preclude teachers' decisions to require students to go beyond what is written.

Issue: clarification.

Comment. An individual recommended amending §111.17(b)(6)(A) to read "select from and use diagrams and number sentences to represent real-life situations."

Agency Response. The agency agrees with this comment and has amended the section.

Issue: other discipline alignment.

Comment. The Texas Association of Supervision and Curriculum Development recommended amending the word "sketch" to the word "demonstrate" in §111.17(b)(8)(A) to improve alignment with Theater Arts.

Agency Response. The agency disagrees with this comment and did not amend the section. The intention is for students to draw their results; the word "demonstrate" would not be specific enough.

Subchapter B. Middle School.

§111.22. Mathematics, Grade 6.

Issue: mean, median, mode.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended including the study of "mean" as well as median and mode in Grade 6.

Agency Response. The agency disagrees with this comment and did not amend the section. Grade 6 TEKS emphasize interpreting the shape of data and use of middle number in a set (median); the mean is addressed in Grade 7. §111.23. Mathematics, Grade 7.

Issue: formulas.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended including memorization of formulas.

Agency Response. The agency disagrees with this comment and did not amend the section. Using formulas to solve problems is essential for all students; however, memorizing formulas is not considered essential.

Issue: irrational numbers.

Comment. The Mathematically Correct and the Texas Public Policy Foundation commented that students should work more with irrational numbers.

Agency Response. The agency disagrees with this comment and did not amend the section. This math skill is included in Grade 8 and left to teacher discretion in Grade 7.

§111.24. Mathematics, Grade 8.

Issue: formulas.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended adding emphasis on formulas.

Agency Response. Language has amended in §111.24(b)(8)(C) that reads "estimate answers and use formulas to solve application problems involving surface area and volume."

Issue: algebra in Grade 8.

Comment. An individual commented that the TEKS require algebra to be taught in Grade 9. Algebra I should be learned in Grade 8.

Agency Response. The agency disagrees with this comment and did not amend the section. The TEKS are designed to prepare all students to take Algebra I by Grade 9. Students may take Algebra I in Grade 8 under current rules, and those rules will not change with the TEKS.

Issue: estimation.

Comment. The Mathematically Correct and the Texas Public Policy Foundation commented that students should learn to determine when estimation is desirable.

Agency Response. The agency agrees with this comment and has amended the section. Language that includes the term "estimation" has been added to §111.22(b)(11)(D); §11.23(b)(13)(D), and §111.24(b)(14)(D).

Issue: area/surface area.

Comment. The Mathematically Correct and the Texas Public Policy Foundation requested specificity regarding what shapes are used for area, surface area, and volume.

Agency Response. The agency disagrees with this comment and did not amend the section. To specify shapes is too limiting since students are learning the concepts for any shapes; specificity is left to teacher decision.

Issue: units and rates.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended including units and rates.

Agency Response. The agency agrees with this comment and has amended the section. Language relating to rates is addressed in §111.22(b)(2)(C) and throughout the sections. Language has been added to §111.22(b)(12)(A), §111.23(b)(14)(A), and §111.24(b)(15)(A) concerning units.

Issue: exponents.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended including more on operations of exponents.

Agency Response. Language relating to operations of exponents is already included in §111.23(b)(2)(E).

Issue: perfect squares/square roots.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended adding language relating to memorizing perfect squares through 162.

Agency Response. The agency disagrees with this comment and did not amend the section. Language relating to memorizing perfect squares through 92 is already included in Grades 3 and 4; teachers could use their discretion to go through 162.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended adding memorizing approximations for $\sqrt{2}$, $\sqrt{3}$, p.

Agency Response. The agency disagrees with this comment and did not amend the section. Language for these approximations is included in §111.24(b)(1)(C).

Issue: algebraic expressions.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended adding language that relates to the student being expected to "simplify algebraic expressions".

Agency Response. The agency disagrees with this comment and did not amend the section. This is left to teacher discretion.

Subchapter C. High School. §111.36. Mathematical Models with Applications.

Issue: word clarification.

Comment. An individual recommended amending the word "it" to the phrase "the data" in §111.36(b)(3)(A).

Agency Response. The agency agrees with this comment and has amended the section.

Subchapter D. Other High School Mathematics Courses.

§111.52. Independent Study in Mathematics.

Issue: word clarification.

Comment. An individual recommended that the phrase "students will extend" be amended to read "students extend."

Agency Response. The agency disagrees with this comment and did not amend the section.

Issue: research/products.

Comment. An individual recommended adding an additional sentence regarding research/products be added to satisfy the requirement for the Distinguished Achievement Program.

Agency Response. The agency agrees with this comment and has amended the section.

General Comments.

Issue: outcome-based education.

Comment. An individual commented that the TEKS should not be based on outcomes-based education (OBE). The curriculum should not place less emphasis on skills.

Agency Response. The agency disagrees with this comment and did not amend the sections. There is a major emphasis on skills in the Mathematics TEKS. The TEKS are not designed as OBE.

Issue: high quality of Mathematics TEKS.

Comment. An expert review panel member for mathematics commented that the document is exceptionally strong.

Comment. An individual commented that the standards track well with what we want our students to learn.

Comment. A teacher commented that it is clear that curriculum driven by these TEKS will provide Texas students with the kind of background and strong foundation needed to be successful.

Comment. A concerned parent and previous home schooler commented that she is greatly encouraged by the TEKS for Mathematics. The parent really likes that the basic skills are clear and so are the challenges that her children must meet. The learning goals are easy to understand, comprehensive, and rigorous.

Issue: general concerns.

Comment. An individual commented that the TEKS contain methodology; outcomes do not match science outcomes; algebra is being taught in 9th grade; need better organized and content-rich guidelines as in Mathematically Correct curriculum.

Agency Response. The Agency disagrees with this comment and did not amend the sections. The writing team has carefully omitted references to methodology. The only references to concrete objects refer to actual student behavior, not teaching strategies; the use of concrete objects, pictures, or models is intended to show the connection between operations and what they signify. The TEKS are designed to prepare all students to take Algebra I by Grade 9. Students may take Algebra I in Grade 8 under current rules, and those rules will not change with the TEKS.

Issue: focus of each grade.

Comment. The Texas Business and Education Coalition commented that the TEKS should clearly state the focus at each grade level and prioritize TEKS statements.

Agency Response. The TEKS are intended to allow teachers to make good decisions based on the focus of each grade level; therefore, the first introductory paragraph at each grade level has been rewritten to delineate the number and operation focus more clearly.

Issue: basic facts.

Comment. An individual recommended changing the approach to teaching basic facts.

Agency Response. The agency disagrees with this comment and did not amend the section. There is a strong emphasis in the TEKS on the development of numerical facts; the suggested changes would disrupt the intended development and fragment students' understandings of these facts; however, the end results of the suggested approach and of the TEKS are identical. Each grade level has depth and focus for particular operations (for example, multiplication and division at Grade 3) instead of spreading it out over several years.

Issue: concrete objects as instructional methodology.

Comment. An individual commented that use of concrete objects is instructional and should be softened.

Agency Response. The agency disagrees with this comment and did not amend the section. The writing team has carefully omitted references to methodology. The only references to concrete objects refer to actual student behavior, not teaching strategies; the use of concrete objects, pictures, or models is intended to show the connection between operations and what they signify. Numerical recall is strongly emphasized throughout the TEKS.

Issue: add words - pictorial and numbers.

Comment. An individual recommended including the words "or pictorial models" and "using numbers" to statements requiring "concrete models."

Agency Response. The agency disagrees with this comment and did not amend the section. A long history of research supports the importance of students using concrete objects to model operations. This is not instructional methodology; rather, it is student expectation. The recommended changes are not acceptable alternatives to students making connections concretely. It is important to note that, for example, the use of concrete materials for addition and subtraction of whole numbers is used only in Kindergarten and Grade 1. In Grade 2, students are expected to recall and apply basic addition facts.

Issue: TEKS descriptions.

Comment. An individual commented that the TEKS describe how the knowledge or skill will be taught, not the knowledge or skill.

Agency Response. The agency disagrees with this comment and did not amend the section. The writing team has carefully omitted references to methodology. Any remaining references to concrete objects, pictures or models are intended to show the connection between operations and what they signify. Numerical recall is strongly emphasized throughout the TEKS.

Issue: problem solving.

Comment. An individual commented that statements in Kindergarten (§111.12(b)(13)(C)) through Grade 8 (§111.24(b)(14)(C)) require every student to have the option of solving problems by guessing or acting them out.

Agency Response. The agency disagrees with this comment and did not amend the section. These statements clearly communicate that students become problem solvers with a broad repertoire of skills and strategies.

Issue: use of calculators/real objects.

Comment. An individual commented that the language in Kindergarten (§111.12(b)(13)(C)) through Grade 8 (§111.24(b)(14)(C)) that reads "...use tools such as real objects, manipulatives, and technology to solve problems" requires Kindergarten students to use calculators and eighth-grade students to use real objects (like their fingers).

Agency Response. The agency disagrees with this comment and did not amend the section. The words "such as" indicate example of tools; this statement does not mandate use of calculators for Kindergarten or fingers for Grade 8.

Issue: word change.

Comment. An individual recommended using the term "e.g." instead of "including" in Kindergarten through Grade 8.

Agency Response. The agency disagrees with this comment and did not amend the section. The word "including" is used when all topics in the list are essential. The words "such as" are used for illustrating examples.

Issue: processes in mathematics contexts.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended clarification that the Underlying Processes and Mathematical Tools knowledge and skills statements are not done apart from the content at each grade level. It is recommended to include examples of content listed in each student expectation.

Agency Response. Language has been added in the first two knowledge and skills statements to clarify the mathematics content level. These strands are to be threaded throughout all content knowledge and skills statements; therefore, no examples are recommended.

Issue: assessment.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended adding the phrase "assess mathematical adequacy of solution."

Agency Response. The agency disagrees with this comment and did not amend the section. Evaluating the solution is included in each grade, such as in §111.22(b)(11)(B), Grade 6.

Issue: "representation" wording.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended adding the phrase "select representations."

Agency Response. The agency disagrees with this comment and did not amend the section. Effectiveness of different representations is included in Grades 6-8, such as in §111.22(b)(12)(B).

Issue: exact answer/estimate.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended adding the phrase "determine whether exact answer or estimate is required."

Agency Response. The agency agrees with this comment and has amended the sections.

Issue: relevant/irrelevant information.

Comment. The Mathematically Correct and the Texas Public Policy Foundation recommended adding the phrase "differentiate relevant from irrelevant information."

Agency Response. The agency disagrees with this comment and did not amend the section. Determining what is relevant or irrelevant information is generally considered to be part of the problem-solving process.

Issue: content level, specificity.

Comment. The Texas Public Policy Foundation commented that the TEKS do not meet one or more of the following standards: the standards should relate directly to subject content; clearly specify the expected knowledge and skill; become increasingly complex; be objectively testable; and incorporate recommendations submitted by experts. Comments were made specifically for mathematics: grade level knowledge and skills of math are low; math standards contain excessive modeling or manipulatives; and math standards lack specificity.

Agency Response. The agency disagrees with this comment and did not amend the section. The TEKS meet the criteria that they be academically rigorous, clear, grade-specific, and measurable. Expert advice is incorporated as appropriate and consistent.

Comment. An individual commented that all students should not be required to recall mathematics facts of addition, subtraction, multiplication, and division. Students with learning disabilities that prevent or severely impede number memory will not be able to memorize, but they can do the mathematics without memorizing.

Agency Response. The agency disagrees with this comment and did not amend the section. Recall of basic computation facts is considered to be very important.

Issue: Support of TEKS for mathematics.

Comment. Several individuals commented in strong support for the TEKS for mathematics.

Issue: support of the TEKS.

Comment. The Texas Business and Education Coalition (TBEC) submitted their support for the TEKS because, beginning in 1993, thousands of Texans participated in real-world forums and called for students to have foundation knowledge and skills and real-world applications but not to have attitudes included in the state curriculum. The TEKS accomplish these goals. In addition, the process to develop the TEKS has been inclusive and responsive to recommendations for change, and they strike a balance between clear standards and teacher flexibility. Above all, the TEKS are stronger than the essential elements; they prepare students for success after high school; and no consensus exists on how to improve them.

Comment. Several individuals recommended the TEKS be adopted because they are strong and clear and because they represent a balance between state direction and local flexibility. The process has included thousands of people and a variety of opinions.

Comment. An institution of higher education commented that the TEKS prepare students with a strong academic foundation, to take jobs and use technologies that will arise in the future.

Although the TEKS are not perfect, they should be adopted; higher education faculty reviewed those in the foundation areas and support them. Furthermore, The Texas Alternative Document is not strong because of its narrow perspective.

Comment. The Shell Oil Company Foundation encouraged adoption of the foundation-area TEKS because they prepare students for employment in changing environments.

Comment. The Texas Counseling Association (TCA) commented support for the adoption of the TEKS because they are academically challenging and prepare students for the future.

Comment. The Texas Association of School Administrators (TASA) commented support for adoption of the TEKS because they represent a commitment to strengthening education in schools; they allow schools to build local curricula; they provide for alignment among curriculum, textbooks, and assessments; and the process by which they were developed was open and inclusive.

Issue: process to develop the TEKS.

Comment. An individual commented that the process to develop the TEKS was inconvenient to interested participants; service center and agency personnel were rude; and the public was deceived.

Agency Response. The agency disagrees with this comment. The process to develop the TEKS spanned nearly three years and afforded multiple opportunities for involvement by the public. Agency and regional education service center personnel were directed to solicit responses to the TEKS drafts during public hearings and by other means according to the guidelines established for the hearings and according to the schedule approved by the board.

Subchapter A. Elementary

19 TAC §§111.11-111.17

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the foundation curriculum.

§111.11. Implementation of Texas Essential Knowledge and Skills for Mathematics, Grades K-5.

The provisions of this subchapter shall be implemented by school districts beginning September 1, 1998, and at that time shall supersede §75.27(a)-(f) of this title (relating to Mathematics).

§111.12. Mathematics, Kindergarten.

(a) Introduction.

(1) Within a well-balanced mathematics curriculum, the primary focal points at Kindergarten are developing whole-number concepts and using patterns and sorting to explore number, data, and shape.

(2) Throughout mathematics in Kindergarten-Grade 2, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use numbers in ordering, labeling, and expressing quantities and relationships to solve problems and translate informal language into mathematical symbols. Students use pat-

terns to describe objects, express relationships, make predictions, and solve problems as they build an understanding of number, operation, shape, and space. Students use informal language and observation of geometric properties to describe shapes, solids, and locations in the physical world and begin to develop measurement concepts as they identify and compare attributes of objects and situations. Students collect, organize, and display data and use information from graphs to answer questions, make summary statements, and make informal predictions based on their experiences.

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

(b) Knowledge and skills.

(1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:

(A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;

(B) use sets of concrete objects to represent quantities given in verbal or written form (through 9); and

(C) use numbers to describe how many objects are in a set (through 20).

(2) Number, operation, and quantitative reasoning. The student describes order of events or objects. The student is expected to:

(A) use language such as before or after to describe relative position in a sequence of events or objects; and

(B) name the ordinal positions in a sequence such as first, second, third, etc.

(3) Number, operation, and quantitative reasoning. The student recognizes that there are quantities less than a whole. The student is expected to:

(A) share a whole by separating it into equal parts; and

(B) explain why a given part is half of the whole.

(4) Number, operation, and quantitative reasoning. The student models addition and subtraction. The student is expected to model and create addition and subtraction problems in real situations with concrete objects.

(5) Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns. The student is expected to identify, extend, and create patterns of sounds, physical movement, and concrete objects.

(6) Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions. The student is expected to:

(A) use patterns to predict what comes next, including cause-and-effect relationships; and

(B) count by ones to 100.

(7) Geometry and spatial reasoning. The student describes the relative positions of objects. The student is expected to:

(A) describe one object in relation to another using informal language such as over, under, above, and below; and

(B) place an object in a specified position.

(8) Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different. The student is expected to:

(A) describe and identify an object by its attributes using informal language;

(B) compare two objects based on their attributes; and

(C) sort objects according to their attributes and describe how those groups are formed.

(9) Geometry and spatial reasoning. The student recognizes characteristics of shapes and solids. The student is expected to:

(A) describe and compare real-life objects or models of solids;

(B) recognize shapes in real-life objects or models of solids; and

(C) describe, identify, and compare circles, triangles, and rectangles including squares.

(10) Measurement. The student uses attributes such as length, weight, or capacity to compare and order objects. The student is expected to:

(A) compare and order two or three concrete objects according to length (shorter or longer), capacity (holds more or holds less), or weight (lighter or heavier); and

(B) find concrete objects that are about the same as, less than, or greater than a given object according to length, capacity, or weight.

(11) Measurement. The student uses time and temperature to compare and order events, situations, and/or objects. The student is expected to:

(A) compare situations or objects according to temperature such as hotter or colder;

(B) compare events according to duration such as more time than or less time than;

(C) sequence events; and

(D) read a calendar using days, weeks, and months.

(12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions. The student is expected to:

(A) construct graphs using real objects or pictures in order to answer questions; and

(B) use information from a graph of real objects or pictures in order to answer questions.

(13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems con-

nected to everyday experiences and activities in and outside of school. The student is expected to:

(A) identify mathematics in everyday situations;

(B) use a problem-solving model, with guidance, that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;

(C) select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and

(D) use tools such as real objects, manipulatives, and technology to solve problems.

(14) Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:

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

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

(15) Underlying processes and mathematical tools. The student uses logical reasoning to make sense of his or her world. The student is expected to reason and support his or her thinking using objects, words, pictures, numbers, and technology.

§111.13. *Mathematics, Grade 1.*

(a) Introduction.

(1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 1 are adding and subtracting whole numbers and organizing and analyzing data.

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

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

(b) Knowledge and skills.

(1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:

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

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

(C) use words and numbers to describe the values of individual coins such as penny, nickel, dime, and quarter and their relationships; and

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

(2) Number, operation, and quantitative reasoning. The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects. The student is expected to:

(A) share a whole by separating it into equal parts and use appropriate language to describe the parts such as three out of four equal parts; and

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

(3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations. The student is expected to:

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

(B) learn and apply basic addition facts (sums to 18) using concrete models.

(4) Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions. The student is expected to:

(A) identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems; and

(B) use patterns to skip count by twos, fives, and tens.

(5) Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. The student is expected to:

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

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

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

(6) Geometry and spatial reasoning. The student uses attributes to identify, compare, and contrast shapes and solids. The student is expected to:

(A) describe and identify objects in order to sort them according to a given attribute using informal language;

(B) identify circles, triangles, and rectangles, including squares, and describe the shape of balls, boxes, cans, and cones; and

(C) combine geometric shapes to make new geometric shapes using concrete models.

(7) Measurement. The student uses nonstandard units to describe length, weight, and capacity. The student is expected to:

(A) estimate and measure length, capacity, and weight of objects using nonstandard units; and

(B) describe the relationship between the size of the unit and the number of units needed in a measurement.

(8) Measurement. The student understands that time and temperature can be measured. The student is expected to:

(A) recognize temperatures such as a hot day or a cold day;

(B) describe time on a clock using hours and half hours; and

(C) order three or more events by how much time they take.

(9) Probability and statistics. The student displays data in an organized form. The student is expected to:

(A) collect and sort data; and

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

(10) Probability and statistics. The student uses information from organized data. The student is expected to:

(A) draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs; and

(B) identify events as certain or impossible such as drawing a red crayon from a bag of green crayons.

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

(A) identify mathematics in everyday situations;

(B) use a problem-solving model, with guidance as needed, that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;

(C) select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and

(D) use tools such as real objects, manipulatives, and technology to solve problems.

(12) Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language. The student is expected to:

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

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

(13) Underlying processes and mathematical tools. The student uses logical reasoning to make sense of his or her world. The student is expected to reason and support his or her thinking using objects, words, pictures, numbers, and technology.

§111.14. *Mathematics, Grade 2.*

(a) Introduction.

(1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 2 are comparing and ordering whole numbers, applying addition and subtraction, and using measurement processes.

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

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

(b) Knowledge and skills.

(1) Number, operation, and quantitative reasoning. The student understands how place value is used to represent whole numbers. The student is expected to use concrete models to represent, compare, and order whole numbers (through 999), read the numbers, and record the comparisons using numbers and symbols ($>$, $<$, $=$).

(2) Number, operation, and quantitative reasoning. The student uses fraction words to name parts of whole objects or sets of objects. The student is expected to:

(A) name fractional parts of a whole object (not to exceed twelfths) when given a concrete representation; and

(B) name fractional parts of a set of objects (not to exceed twelfths) when given a concrete representation.

(3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:

(A) recall and apply basic addition facts (sums to 18);

(B) select addition or subtraction and solve problems using two-digit numbers, whether or not regrouping is necessary; and

(C) determine the value of a collection of coins less than one dollar.

(4) Number, operation, and quantitative reasoning. The student models multiplication and division. The student is expected to:

(A) model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined; and

(B) model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.

(5) Patterns, relationships, and algebraic thinking. The student uses patterns in numbers and operations. The student is expected to:

(A) find patterns in numbers such as in a 100s chart;

(B) use patterns in place value to compare and order whole numbers through 999;

(C) use patterns to develop strategies to remember basic addition facts; and

(D) solve subtraction problems related to addition facts (fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, and $17 - 9 = 8$.

(6) Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions. The student is expected to:

(A) generate a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels;

(B) identify patterns in a list of related number pairs based on a real-life situation and extend the list; and

(C) identify, describe, and extend patterns to make predictions and solve problems.

(7) Geometry and spatial reasoning. The student uses attributes to identify, compare, and contrast shapes and solids. The student is expected to:

(A) identify attributes of any shape or solid;

(B) use attributes to describe how two shapes or two solids are alike or different; and

(C) cut geometric shapes apart and identify the new shapes made.

(8) Geometry and spatial reasoning. The student recognizes that numbers can be represented by points on a line. The student is expected to use whole numbers to locate and name points on a line.

(9) Measurement. The student recognizes and uses models that approximate standard units (metric and customary) of length, weight, capacity, and time. The student is expected to:

(A) identify concrete models that approximate standard units of length, capacity, and weight;

(B) measure length, capacity, and weight using concrete models that approximate standard units; and

(C) describe activities that take approximately one second, one minute, and one hour.

(10) Measurement. The student uses standard tools to measure time and temperature. The student is expected to:

(A) read a thermometer to gather data; and

(B) describe time on a clock using hours and minutes.

(11) Probability and statistics. The student organizes data to make it useful for interpreting information. The student is expected to:

(A) construct picture graphs and bar-type graphs;

(B) draw conclusions and answer questions based on picture graphs and bar-type graphs; and

(C) use data to describe events as more likely or less likely such as drawing a certain color crayon from a bag of seven red crayons and three green crayons.

(12) Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:

(A) identify the mathematics in everyday situations;

(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;

(C) select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and

(D) use tools such as real objects, manipulatives, and technology to solve problems.

(13) Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language. The student is expected to:

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

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

(14) Underlying processes and mathematical tools. The student uses logical reasoning to make sense of his or her world. The student is expected to reason and support his or her thinking using objects, words, pictures, numbers, and technology.

§111.15. *Mathematics, Grade 3.*

(a) Introduction.

(1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 3 are multiplying and dividing whole numbers, connecting fraction symbols to fractional quantities, and standardizing language and procedures in geometry and measurement.

(2) Throughout mathematics in Grades 3-5, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use algorithms for addition, subtraction, multiplication, and division as generalizations connected to concrete experiences; and they concretely develop basic concepts of fractions and decimals. Students use appropriate language and organizational struc-

tures such as tables and charts to represent and communicate relationships, make predictions, and solve problems. Students select and use formal language to describe their reasoning as they identify, compare, and classify shapes and solids; and they use numbers, standard units, and measurement tools to describe and compare objects, make estimates, and solve application problems. Students organize data, choose an appropriate method to display the data, and interpret the data to make decisions and predictions and solve problems.

(3) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Grades 3-5, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve problems as they do mathematics.

(b) Knowledge and skills.

(1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to:

(A) use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999;

(B) use place value to compare and order whole numbers through 9,999; and

(C) determine the value of a collection of coins and bills.

(2) Number, operation, and quantitative reasoning. The student uses fraction names and symbols to describe fractional parts of whole objects or sets of objects. The student is expected to:

(A) construct concrete models of fractions;

(B) compare fractional parts of whole objects or sets of objects in a problem situation using concrete models;

(C) use fraction names and symbols to describe fractional parts of whole objects or sets of objects with denominators of 12 or less; and

(D) construct concrete models of equivalent fractions for fractional parts of whole objects.

(3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to:

(A) model addition and subtraction using pictures, words, and numbers; and

(B) select addition or subtraction and use the operation to solve problems involving whole numbers through 999.

(4) Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations. The student is expected to:

(A) learn and apply multiplication facts through the tens using concrete models;

(B) solve and record multiplication problems (one-digit multiplier); and

(C) use models to solve division problems and use number sentences to record the solutions.

(5) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:

(A) round two-digit numbers to the nearest ten and three-digit numbers to the nearest hundred; and

(B) estimate sums and differences beyond basic facts.

(6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. The student is expected to:

(A) identify and extend whole-number and geometric patterns to make predictions and solve problems;

(B) identify patterns in multiplication facts using concrete objects, pictorial models, or technology; and

(C) identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.

(7) Patterns, relationships, and algebraic thinking. The student uses lists, tables, and charts to express patterns and relationships. The student is expected to:

(A) generate a table of paired numbers based on a real-life situation such as insects and legs; and

(B) identify patterns in a table of related number pairs based on a real-life situation and extend the table.

(8) Geometry and spatial reasoning. The student uses formal geometric vocabulary. The student is expected to name, describe, and compare shapes and solids using formal geometric vocabulary.

(9) Geometry and spatial reasoning. The student recognizes congruence and symmetry. The student is expected to:

(A) identify congruent shapes;

(B) create shapes with lines of symmetry using concrete models and technology; and

(C) identify lines of symmetry in shapes.

(10) Geometry and spatial reasoning. The student recognizes that numbers can be represented by points on a line. The student is expected to locate and name points on a line using whole numbers and fractions such as halves.

(11) Measurement. The student selects and uses appropriate units and procedures to measure length and area. The student is expected to:

(A) estimate and measure lengths using standard units such as inch, foot, yard, centimeter, decimeter, and meter;

(B) use linear measure to find the perimeter of a shape; and

(C) use concrete models of square units to determine the area of shapes.

(12) Measurement. The student measures time and temperature. The student is expected to:

(A) tell and write time shown on traditional and digital clocks; and

(B) use a thermometer to measure temperature.

(13) Measurement. The student applies measurement concepts. The student is expected to measure to solve problems involving length, area, temperature, and time.

(14) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:

(A) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;

(B) interpret information from pictographs and bar graphs; and

(C) use data to describe events as more likely, less likely, or equally likely.

(15) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:

(A) identify the mathematics in everyday situations;

(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;

(C) select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and

(D) use tools such as real objects, manipulatives, and technology to solve problems.

(16) Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language. The student is expected to:

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

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

(17) Underlying processes and mathematical tools. The student uses logical reasoning to make sense of his or her world. The student is expected to:

(A) make generalizations from patterns or sets of examples and nonexamples; and

(B) justify why an answer is reasonable and explain the solution process.

§111.16. *Mathematics, Grade 4.*

(a) Introduction.

(1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 4 are comparing and ordering fractions and decimals, applying multiplication and division, and developing ideas related to congruence and symmetry.

(2) Throughout mathematics in Grades 3-5, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use algorithms for addition, subtraction, multiplication, and division as generalizations connected to concrete experiences; and they concretely develop basic concepts of fractions and decimals. Students use appropriate language and organizational structures such as tables and charts to represent and communicate relationships, make predictions, and solve problems. Students select and use formal language to describe their reasoning as they identify, compare, and classify shapes and solids; and they use numbers, standard units, and measurement tools to describe and compare objects, make estimates, and solve application problems. Students organize data, choose an appropriate method to display the data, and interpret the data to make decisions and predictions and solve problems.

(3) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Grades 3-5, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve problems as they do mathematics.

(b) Knowledge and skills.

(1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:

(A) use place value to read, write, compare, and order whole numbers through the millions place; and

(B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete models.

(2) Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to:

(A) generate equivalent fractions using concrete and pictorial models;

(B) model fraction quantities greater than one using concrete materials and pictures;

(C) compare and order fractions using concrete and pictorial models; and

(D) relate decimals to fractions that name tenths and hundredths using models.

(3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals. The student is expected to:

(A) use addition and subtraction to solve problems involving whole numbers; and

(B) add and subtract decimals to the hundredths place using concrete and pictorial models.

(4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to:

(A) model factors and products using arrays and area models;

(B) represent multiplication and division situations in picture, word, and number form;

(C) recall and apply multiplication facts through 12 x 12;

(D) use multiplication to solve problems involving two-digit numbers; and

(E) use division to solve problems involving one-digit divisors.

(5) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:

(A) round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations; and

(B) estimate a product or quotient beyond basic facts.

(6) Patterns, relationships, and algebraic thinking. The student uses patterns in multiplication and division. The student is expected to:

(A) use patterns to develop strategies to remember basic multiplication facts;

(B) solve division problems related to multiplication facts (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$; and

(C) use patterns to multiply by 10 and 100.

(7) Patterns, relationships, and algebraic thinking. The student uses organizational structures to analyze and describe patterns and relationships. The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table.

(8) Geometry and spatial reasoning. The student identifies and describes lines, shapes, and solids using formal geometric language. The student is expected to:

(A) identify right, acute, and obtuse angles;

(B) identify models of parallel and perpendicular lines; and

(C) describe shapes and solids in terms of vertices, edges, and faces.

(9) Geometry and spatial reasoning. The student connects transformations to congruence and symmetry. The student is expected to:

(A) demonstrate translations, reflections, and rotations using concrete models;

(B) use translations, reflections, and rotations to verify that two shapes are congruent; and

(C) use reflections to verify that a shape has symmetry.

(10) Geometry and spatial reasoning. The student recognizes the connection between numbers and points on a number line. The student is expected to locate and name points on a number line

using whole numbers, fractions such as halves and fourths, and decimals such as tenths.

(11) Measurement. The student selects and uses appropriate units and procedures to measure weight and capacity. The student is expected to:

(A) estimate and measure weight using standard units including ounces, pounds, grams, and kilograms; and

(B) estimate and measure capacity using standard units including milliliters, liters, cups, pints, quarts, and gallons.

(12) Measurement. The student applies measurement concepts. The student is expected to measure to solve problems involving length, including perimeter, time, temperature, and area.

(13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:

(A) list all possible outcomes of a probability experiment such as tossing a coin;

(B) use a pair of numbers to compare favorable outcomes to all possible outcomes such as four heads out of six tosses of a coin; and

(C) interpret bar graphs.

(14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:

(A) identify the mathematics in everyday situations;

(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;

(C) select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and

(D) use tools such as real objects, manipulatives, and technology to solve problems.

(15) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language. The student is expected to:

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

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

(16) Underlying processes and mathematical tools. The student uses logical reasoning to make sense of his or her world. The student is expected to:

(A) make generalizations from patterns or sets of examples and nonexamples; and

(B) justify why an answer is reasonable and explain the solution process.

§111.17. *Mathematics, Grade 5.*

(a) Introduction.

(1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 5 are comparing and contrasting lengths, area, and volume of geometric shapes and solids; representing and interpreting data in graphs, charts, and tables; and applying whole number operations in a variety of contexts.

(2) Throughout mathematics in Grades 3-5, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use algorithms for addition, subtraction, multiplication, and division as generalizations connected to concrete experiences; and they concretely develop basic concepts of fractions and decimals. Students use appropriate language and organizational structures such as tables and charts to represent and communicate relationships, make predictions, and solve problems. Students select and use formal language to describe their reasoning as they identify, compare, and classify shapes and solids; and they use numbers, standard units, and measurement tools to describe and compare objects, make estimates, and solve application problems. Students organize data, choose an appropriate method to display the data, and interpret the data to make decisions and predictions and solve problems.

(3) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Grades 3-5, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve problems as they do mathematics.

(b) Knowledge and skills.

(1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:

(A) use place value to read, write, compare, and order whole numbers through the billions place; and

(B) use place value to read, write, compare, and order decimals through the thousandths place.

(2) Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations. The student is expected to:

(A) generate equivalent fractions;

(B) compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators; and

(C) use models to relate decimals to fractions that name tenths, hundredths, and thousandths.

(3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:

(A) use addition and subtraction to solve problems involving whole numbers and decimals;

(B) use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology);

(C) use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology);

(D) identify prime factors of a whole number and common factors of a set of whole numbers; and

(E) model and record addition and subtraction of fractions with like denominators in problem-solving situations.

(4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:

(A) round whole numbers and decimals through tenths to approximate reasonable results in problem situations; and

(B) estimate to solve problems where exact answers are not required.

(5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships. The student is expected to:

(A) use concrete objects or pictures to make generalizations about determining all possible combinations;

(B) use lists, tables, charts, and diagrams to find patterns and make generalizations such as a procedure for determining equivalent fractions; and

(C) identify prime and composite numbers using concrete models and patterns in factor pairs.

(6) Patterns, relationships, and algebraic thinking. The student describes relationships mathematically. The student is expected to select from and use diagrams and number sentences to represent real-life situations.

(7) Geometry and spatial reasoning. The student generates geometric definitions using critical attributes. The student is expected to:

(A) identify critical attributes including parallel, perpendicular, and congruent parts of geometric shapes and solids; and

(B) use critical attributes to define geometric shapes or solids.

(8) Geometry and spatial reasoning. The student models transformations. The student is expected to:

(A) sketch the results of translations, rotations, and reflections; and

(B) describe the transformation that generates one figure from the other when given two congruent figures.

(9) Geometry and spatial reasoning. The student recognizes the connection between ordered pairs of numbers and locations of points on a plane. The student is expected to locate and name points on a coordinate grid using ordered pairs of whole numbers.

(10) Measurement. The student selects and uses appropriate units and procedures to measure volume. The student is expected to:

(A) measure volume using concrete models of cubic units; and

(B) estimate volume in cubic units.

(11) Measurement. The student applies measurement concepts. The student is expected to:

(A) measure to solve problems involving length (including perimeter), weight, capacity, time, temperature, and area; and

(B) describe numerical relationships between units of measure within the same measurement system such as an inch is one-twelfth of a foot.

(12) Probability and statistics. The student describes and predicts the results of a probability experiment. The student is expected to:

(A) use fractions to describe the results of an experiment; and

(B) use experimental results to make predictions.

(13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:

(A) use tables of related number pairs to make line graphs;

(B) describe characteristics of data presented in tables and graphs including the shape and spread of the data and the middle number; and

(C) graph a given set of data using an appropriate graphical representation such as a picture or line.

(14) Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:

(A) identify the mathematics in everyday situations;

(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;

(C) select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and

(D) use tools such as real objects, manipulatives, and technology to solve problems.

(15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using informal language. The student is expected to:

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

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

(16) Underlying processes and mathematical tools. The student uses logical reasoning to make sense of his or her world. The student is expected to:

(A) make generalizations from patterns or sets of examples and nonexamples; and

(B) justify why an answer is reasonable and explain the solution process.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Associate Commissioner, Policy Planning and Research

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Subchapter B. Middle School

19 TAC §§111.21-111.24

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the foundation curriculum.

§111.21. Implementation of Texas Essential Knowledge and Skills for Mathematics, Grades 6-8.

The provisions of this subchapter shall be implemented by school districts beginning September 1, 1998, and at that time shall supersede §75.27(g) and §75.43(a) and (b) of this title (relating to Mathematics).

§111.22. Mathematics, Grade 6.

(a) Introduction.

(1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 6 are using ratios to describe proportional relationships involving number, geometry, measurement, and probability and adding and subtracting decimals and fractions.

(2) Throughout mathematics in Grades 6-8, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other; and they connect verbal, numeric, graphic, and symbolic representations of relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about objects or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, reasoning, and concepts of probability to draw conclusions, evaluate arguments, and make recommendations.

(3) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Grades 6-8, students use these processes together with technology (at least four-function calculators for whole num-

bers, decimals, and fractions) and other mathematical tools such as manipulative materials to develop conceptual understanding and solve problems as they do mathematics.

(b) Knowledge and skills.

(1) Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to:

(A) compare and order non-negative rational numbers;

(B) generate equivalent forms of rational numbers including whole numbers, fractions, and decimals;

(C) use integers to represent real-life situations;

(D) write prime factorizations using exponents; and

(E) identify factors and multiples including common factors and common multiples.

(2) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:

(A) model addition and subtraction situations involving fractions with objects, pictures, words, and numbers;

(B) use addition and subtraction to solve problems involving fractions and decimals;

(C) use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates; and

(D) estimate and round to approximate reasonable results and to solve problems where exact answers are not required.

(3) Patterns, relationships, and algebraic thinking. The student solves problems involving proportional relationships. The student is expected to:

(A) use ratios to describe proportional situations;

(B) represent ratios and percents with concrete models, fractions, and decimals; and

(C) use ratios to make predictions in proportional situations.

(4) Patterns, relationships, and algebraic thinking. The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes. The student is expected to:

(A) use tables and symbols to represent and describe proportional and other relationships involving conversions, sequences, perimeter, area, etc.; and

(B) generate formulas to represent relationships involving perimeter, area, volume of a rectangular prism, etc., from a table of data.

(5) Patterns, relationships, and algebraic thinking. The student uses letters to represent an unknown in an equation. The student is expected to formulate an equation from a problem situation.

(6) Geometry and spatial reasoning. The student uses geometric vocabulary to describe angles, polygons, and circles. The student is expected to:

(A) use angle measurements to classify angles as acute, obtuse, or right;

(B) identify relationships involving angles in triangles and quadrilaterals; and

(C) describe the relationship between radius, diameter, and circumference of a circle.

(7) Geometry and spatial reasoning. The student uses coordinate geometry to identify location in two dimensions. The student is expected to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.

(8) Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, capacity, weight, and angles. The student is expected to:

(A) estimate measurements and evaluate reasonableness of results;

(B) select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter and circumference), area, time, temperature, capacity, and weight;

(C) measure angles; and

(D) convert measures within the same measurement system (customary and metric) based on relationships between units.

(9) Probability and statistics. The student uses experimental and theoretical probability to make predictions. The student is expected to:

(A) construct sample spaces using lists, tree diagrams, and combinations; and

(B) find the probabilities of a simple event and its complement and describe the relationship between the two.

(10) Probability and statistics. The student uses statistical representations to analyze data. The student is expected to:

(A) draw and compare different graphical representations of the same data;

(B) use median, mode, and range to describe data;

(C) sketch circle graphs to display data; and

(D) solve problems by collecting, organizing, displaying, and interpreting data.

(11) Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:

(A) identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;

(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;

(C) select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and

(D) select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.

(12) Underlying processes and mathematical tools. The student communicates about Grade 6 mathematics through informal and mathematical language, representations, and models. The student is expected to:

(A) communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and

(B) evaluate the effectiveness of different representations to communicate ideas.

(13) Underlying processes and mathematical tools. The student uses logical reasoning to make conjectures and verify conclusions. The student is expected to:

(A) make conjectures from patterns or sets of examples and nonexamples; and

(B) validate his/her conclusions using mathematical properties and relationships.

§111.23. *Mathematics, Grade 7.*

(a) Introduction.

(1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 7 are using proportional relationships in number, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; and using statistical measures to describe data.

(2) Throughout mathematics in Grades 6-8, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other; and they connect verbal, numeric, graphic, and symbolic representations of relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about objects or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, reasoning, and concepts of probability to draw conclusions, evaluate arguments, and make recommendations.

(3) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Grades 6-8, students use these processes together with technology (at least four-function calculators for whole numbers, decimals, and fractions) and other mathematical tools such as

manipulative materials to develop conceptual understanding and solve problems as they do mathematics.

(b) Knowledge and skills.

(1) Number, operation, and quantitative reasoning. The student represents and uses numbers in a variety of equivalent forms. The student is expected to:

(A) compare and order integers and positive rational numbers;

(B) convert between fractions, decimals, whole numbers, and percents mentally, on paper, or with a calculator; and

(C) represent squares and square roots using geometric models.

(2) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, or divides to solve problems and justify solutions. The student is expected to:

(A) represent multiplication and division situations involving fractions and decimals with concrete models, pictures, words, and numbers;

(B) use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals;

(C) use models to add, subtract, multiply, and divide integers and connect the actions to algorithms;

(D) use division to find unit rates and ratios in proportional relationships such as speed, density, price, recipes, and student-teacher ratio;

(E) simplify numerical expressions involving order of operations and exponents;

(F) select and use appropriate operations to solve problems and justify the selections; and

(G) determine the reasonableness of a solution to a problem.

(3) Patterns, relationships, and algebraic thinking. The student solves problems involving proportional relationships. The student is expected to:

(A) estimate and find solutions to application problems involving percent; and

(B) estimate and find solutions to application problems involving proportional relationships such as similarity, scaling, unit costs, and related measurement units.

(4) Patterns, relationships, and algebraic thinking. The student represents a relationship in numerical, geometric, verbal, and symbolic form. The student is expected to:

(A) generate formulas involving conversions, perimeter, area, circumference, volume, and scaling;

(B) graph data to demonstrate relationships in familiar concepts such as conversions, perimeter, area, circumference, volume, and scaling; and

(C) describe the relationship between the terms in a sequence and their positions in the sequence.

(5) Patterns, relationships, and algebraic thinking. The student uses equations to solve problems. The student is expected to:

(A) use concrete models to solve equations and use symbols to record the actions; and

(B) formulate a possible problem situation when given a simple equation.

(6) Geometry and spatial reasoning. The student compares and classifies shapes and solids using geometric vocabulary and properties. The student is expected to:

(A) use angle measurements to classify pairs of angles as complementary or supplementary;

(B) use properties to classify shapes including triangles, quadrilaterals, pentagons, and circles;

(C) use properties to classify solids, including pyramids, cones, prisms, and cylinders; and

(D) use critical attributes to define similarity.

(7) Geometry and spatial reasoning. The student uses coordinate geometry to describe location on a plane. The student is expected to:

(A) locate and name points on a coordinate plane using ordered pairs of integers; and

(B) graph translations on a coordinate plane.

(8) Geometry and spatial reasoning. The student uses geometry to model and describe the physical world. The student is expected to:

(A) sketch a solid when given the top, side, and front views;

(B) make a net (two-dimensional model) of the surface area of a solid; and

(C) use geometric concepts and properties to solve problems in fields such as art and architecture.

(9) Measurement. The student solves application problems involving estimation and measurement. The student is expected to estimate measurements and solve application problems involving length (including perimeter and circumference), area, and volume.

(10) Probability and statistics. The student recognizes that a physical or mathematical model can be used to describe the probability of real-life events. The student is expected to:

(A) construct sample spaces for compound events (dependent and independent); and

(B) find the approximate probability of a compound event through experimentation.

(11) Probability and statistics. The student understands that the way a set of data is displayed influences its interpretation. The student is expected to:

(A) select and use an appropriate representation for presenting collected data and justify the selection; and

(B) make inferences and convincing arguments based on an analysis of given or collected data.

(12) Probability and statistics. The student uses measures of central tendency and range to describe a set of data. The student is expected to:

(A) describe a set of data using mean, median, mode, and range; and

(B) choose among mean, median, mode, or range to describe a set of data and justify the choice for a particular situation.

(13) Underlying processes and mathematical tools. The student applies Grade 7 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:

(A) identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;

(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;

(C) select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and

(D) select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.

(14) Underlying processes and mathematical tools. The student communicates about Grade 7 mathematics through informal and mathematical language, representations, and models. The student is expected to:

(A) communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and

(B) evaluate the effectiveness of different representations to communicate ideas.

(15) Underlying processes and mathematical tools. The student uses logical reasoning to make conjectures and verify conclusions. The student is expected to:

(A) make conjectures from patterns or sets of examples and nonexamples; and

(B) validate his/her conclusions using mathematical properties and relationships.

§111.24. *Mathematics, Grade 8.*

(a) Introduction.

(1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 8 are using basic principles of algebra to analyze and represent proportional and non-proportional relationships and using probability to describe data and make predictions.

(2) Throughout mathematics in Grades 6-8, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe in-

creasingly complex situations. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other; and they connect verbal, numeric, graphic, and symbolic representations of relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about objects or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, reasoning, and concepts of probability to draw conclusions, evaluate arguments, and make recommendations.

(3) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Grades 6-8, students use these processes together with technology (at least four-function calculators for whole numbers, decimals, and fractions) and other mathematical tools such as manipulative materials to develop conceptual understanding and solve problems as they do mathematics.

(b) Knowledge and skills.

(1) Number, operation, and quantitative reasoning. The student understands that different forms of numbers are appropriate for different situations. The student is expected to:

(A) compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals;

(B) select and use appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships;

(C) approximate (mentally and with calculators) the value of irrational numbers as they arise from problem situations (π , $\sqrt{2}$); and

(D) express numbers in scientific notation, including negative exponents, in appropriate problem situations using a calculator.

(2) Number, operation, and quantitative reasoning. The student selects and uses appropriate operations to solve problems and justify solutions. The student is expected to:

(A) select and use appropriate operations to solve problems and justify the selections;

(B) add, subtract, multiply, and divide rational numbers in problem situations;

(C) evaluate a solution for reasonableness; and

(D) use multiplication by a constant factor (unit rate) to represent proportional relationships; for example, the arm span of a gibbon is about 1.4 times its height, $a = 1.4h$.

(3) Patterns, relationships, and algebraic thinking. The student identifies proportional relationships in problem situations and solves problems. The student is expected to:

(A) compare and contrast proportional and non-proportional relationships; and

(B) estimate and find solutions to application problems involving percents and proportional relationships such as similarity and rates.

(4) Patterns, relationships, and algebraic thinking. The student makes connections among various representations of a numerical relationship. The student is expected to generate a different representation given one representation of data such as a table, graph, equation, or verbal description.

(5) Patterns, relationships, and algebraic thinking. The student uses graphs, tables, and algebraic representations to make predictions and solve problems. The student is expected to:

(A) estimate, find, and justify solutions to application problems using appropriate tables, graphs, and algebraic equations; and

(B) use an algebraic expression to find any term in a sequence.

(6) Geometry and spatial reasoning. The student uses transformational geometry to develop spatial sense. The student is expected to:

(A) generate similar shapes using dilations including enlargements and reductions; and

(B) graph dilations, reflections, and translations on a coordinate plane.

(7) Geometry and spatial reasoning. The student uses geometry to model and describe the physical world. The student is expected to:

(A) draw solids from different perspectives;

(B) use geometric concepts and properties to solve problems in fields such as art and architecture;

(C) use pictures or models to demonstrate the Pythagorean Theorem; and

(D) locate and name points on a coordinate plane using ordered pairs of rational numbers.

(8) Measurement. The student uses procedures to determine measures of solids. The student is expected to:

(A) find surface area of prisms and cylinders using concrete models and nets (two-dimensional models);

(B) connect models to formulas for volume of prisms, cylinders, pyramids, and cones; and

(C) estimate answers and use formulas to solve application problems involving surface area and volume.

(9) Measurement. The student uses indirect measurement to solve problems. The student is expected to:

(A) use the Pythagorean Theorem to solve real-life problems; and

(B) use proportional relationships in similar shapes to find missing measurements.

(10) Measurement. The student describes how changes in dimensions affect linear, area, and volume measures. The student is expected to:

(A) describe the resulting effects on perimeter and area when dimensions of a shape are changed proportionally; and

(B) describe the resulting effect on volume when dimensions of a solid are changed proportionally.

(11) Probability and statistics. The student applies concepts of theoretical and experimental probability to make predictions. The student is expected to:

(A) find the probabilities of compound events (dependent and independent);

(B) use theoretical probabilities and experimental results to make predictions and decisions; and

(C) select and use different models to simulate an event.

(12) Probability and statistics. The student uses statistical procedures to describe data. The student is expected to:

(A) select the appropriate measure of central tendency to describe a set of data for a particular purpose;

(B) draw conclusions and make predictions by analyzing trends in scatterplots; and

(C) construct circle graphs, bar graphs, and histograms, with and without technology.

(13) Probability and statistics. The student evaluates predictions and conclusions based on statistical data. The student is expected to:

(A) evaluate methods of sampling to determine validity of an inference made from a set of data; and

(B) recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis.

(14) Underlying processes and mathematical tools. The student applies Grade 8 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:

(A) identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;

(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;

(C) select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and

(D) select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.

(15) Underlying processes and mathematical tools. The student communicates about Grade 8 mathematics through informal and mathematical language, representations, and models. The student is expected to:

(A) communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and

(B) evaluate the effectiveness of different representations to communicate ideas.

(16) Underlying processes and mathematical tools. The student uses logical reasoning to make conjectures and verify conclusions. The student is expected to:

(A) make conjectures from patterns or sets of examples and nonexamples; and

(B) validate his/her conclusions using mathematical properties and relationships.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Subchapter C. High School

19 TAC §111.35, §111.36

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the foundation curriculum.

§111.35. Precalculus (One-Half to One Credit).

(a) General requirements. The provisions of this section shall be implemented beginning September 1, 1998, and at that time shall supersede §75.63(bb) of this title (relating to Mathematics). Students can be awarded one-half to one credit for successful completion of this course. Recommended prerequisites: Algebra II, Geometry.

(b) Introduction.

(1) In Precalculus, students continue to build on the K-8, Algebra I, Algebra II, and Geometry foundations as they expand their understanding through other mathematical experiences. Students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus and to model physical situations. Students use a variety of representations (concrete, numerical, algorithmic, graphical), tools, and technology to model functions and equations and solve real-life problems.

(2) As students do mathematics, they continually use problem-solving, language and communication, connections within

and outside mathematics, and reasoning. Students also use multiple representations, applications and modeling, justification and proof, and computation in problem- solving contexts.

(c) Knowledge and skills.

(1) The student defines functions, describes characteristics of functions, and translates among verbal, numerical, graphical, and symbolic representations of functions, including polynomial, rational, radical, exponential, logarithmic, trigonometric, and piecewise-defined functions. The student is expected to:

(A) describe parent functions symbolically and graphically, including $y = x^n$, $y = \ln x$, $y = \log_a x$, $y = 1/x$; $y = e^x$, $y = a^x$, $y = \sin x$, etc.;

(B) determine the domain and range of functions using graphs, tables, and symbols;

(C) describe symmetry of graphs of even and odd functions;

(D) recognize and use connections among significant points of a function (roots, maximum points, and minimum points), the graph of a function, and the symbolic representation of a function; and

(E) investigate continuity, end behavior, vertical and horizontal asymptotes, and limits and connect these characteristics to the graph of a function.

(2) The student interprets the meaning of the symbolic representations of functions and operations on functions within a context. The student is expected to:

(A) apply basic transformations, including $a \cdot f(x)$, $f(x) + d$, $f(x - c)$, $f(b \cdot x)$, $|f(x)|$, $f(|x|)$, to the parent functions;

(B) perform operations including composition on functions, find inverses, and describe these procedures and results verbally, numerically, symbolically, and graphically; and

(C) investigate identities graphically and verify them symbolically, including logarithmic properties, trigonometric identities, and exponential properties.

(3) The student uses functions and their properties to model and solve real-life problems. The student is expected to:

(A) use functions such as logarithmic, exponential, trigonometric, polynomial, etc. to model real-life data;

(B) use regression to determine a function to model real-life data;

(C) use properties of functions to analyze and solve problems and make predictions; and

(D) solve problems from physical situations using trigonometry, including the use of Law of Sines, Law of Cosines, and area formulas.

(4) The student uses sequences and series to represent, analyze, and solve real-life problems. The student is expected to:

(A) represent patterns using arithmetic and geometric sequences and series;

(B) use arithmetic, geometric, and other sequences and series to solve real-life problems;

(C) describe limits of sequences and apply their properties to investigate convergent and divergent series; and

(D) apply sequences and series to solve problems including sums and binomial expansion.

(5) The student uses conic sections, their properties, and parametric representations to model physical situations. The student is expected to:

(A) use conic sections to model motion, such as the graph of velocity vs. position of a pendulum and motions of planets;

(B) use properties of conic sections to describe physical phenomena such as the reflective properties of light and sound;

(C) convert between parametric and rectangular forms of functions and equations to graph them; and

(D) use parametric functions to simulate problems involving motion.

(6) The student uses vectors to model physical situations. The student is expected to:

(A) use the concept of vectors to model situations defined by magnitude and direction; and

(B) analyze and solve vector problems generated by real-life situations.

§111.36. Mathematical Models with Applications (One-Half to One Credit).

(a) General requirements. The provisions of this section shall be implemented beginning September 1, 1998. Students can be awarded one-half to one credit for successful completion of this course. Recommended prerequisite: Algebra I.

(b) Introduction.

(1) In Mathematical Models with Applications, students continue to build on the K-8 and Algebra I foundations as they expand their understanding through other mathematical experiences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from algebra, geometry, probability, and statistics and connections among these to solve problems from a wide variety of advanced applications in both mathematical and nonmathematical situations. Students use a variety of representations (concrete, numerical, algorithmic, graphical), tools, and technology to link modeling techniques and purely mathematical concepts and to solve applied problems.

(2) As students do mathematics, they continually use problem-solving, language and communication, connections within and outside mathematics, and reasoning. Students also use multiple representations, applications and modeling, justification and proof, and computation in problem- solving contexts.

(c) Knowledge and skills.

(1) The student uses a variety of strategies and approaches to solve both routine and non-routine problems. The student is expected to:

(A) compare and analyze various methods for solving a real-life problem;

(B) use multiple approaches (algebraic, graphical, and geometric methods) to solve problems from a variety of disciplines; and

(C) select a method to solve a problem, defend the method, and justify the reasonableness of the results.

(2) The student uses graphical and numerical techniques to study patterns and analyze data. The student is expected to:

(A) interpret information from various graphs, including line graphs, bar graphs, circle graphs, histograms, and scatterplots to draw conclusions from the data;

(B) analyze numerical data using measures of central tendency, variability, and correlation in order to make inferences;

(C) analyze graphs from journals, newspapers, and other sources to determine the validity of stated arguments; and

(D) use regression methods available through technology to describe various models for data such as linear, quadratic, exponential, etc., select the most appropriate model, and use the model to interpret information.

(3) The student develops and implements a plan for collecting and analyzing data in order to make decisions. The student is expected to:

(A) formulate a meaningful question, determine the data needed to answer the question, gather the appropriate data, analyze the data, and draw reasonable conclusions;

(B) communicate methods used, analysis conducted, and conclusions drawn for a data-analysis project by written report, visual display, oral report, or multi-media presentation; and

(C) determine the appropriateness of a model for making predictions from a given set of data.

(4) The student uses probability models to describe everyday situations involving chance. The student is expected to:

(A) compare theoretical and empirical probability; and

(B) use experiments to determine the reasonableness of a theoretical model such as binomial, geometric, etc.

(5) The student uses functional relationships to solve problems related to personal income. The student is expected to:

(A) use rates, linear functions, and direct variation to solve problems involving personal finance and budgeting, including compensations and deductions;

(B) solve problems involving personal taxes; and

(C) analyze data to make decisions about banking.

(6) The student uses algebraic formulas, graphs, and amortization models to solve problems involving credit. The student is expected to:

(A) analyze methods of payment available in retail purchasing and compare relative advantages and disadvantages of each option;

(B) use amortization models to investigate home financing and compare buying and renting a home; and

(C) use amortization models to investigate automobile financing and compare buying and leasing a vehicle.

(7) The student uses algebraic formulas, numerical techniques, and graphs to solve problems related to financial planning. The student is expected to:

(A) analyze types of savings options involving simple and compound interest and compare relative advantages of these options;

(B) analyze and compare coverage options and rates in insurance; and

(C) investigate and compare investment options including stocks, bonds, annuities, and retirement plans.

(8) The student uses algebraic and geometric models to describe situations and solve problems. The student is expected to:

(A) use geometric models available through technology to model growth and decay in areas such as population, biology, and ecology;

(B) use trigonometric ratios and functions available through technology to calculate distances and model periodic motion; and

(C) use direct and inverse variation to describe physical laws such as Hook's, Newton's, and Boyle's laws.

(9) The student uses algebraic and geometric models to represent patterns and structures. The student is expected to:

(A) use geometric transformations, symmetry, and perspective drawings to describe mathematical patterns and structure in art and architecture; and

(B) use geometric transformations, proportions, and periodic motion to describe mathematical patterns and structure in music.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Subchapter D. Other High School Mathematics Courses

19 TAC §§111.51-111.60

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education

to adopt rules identifying the essential knowledge and skills of each subject of the foundation curriculum.

§111.51. Implementation of Texas Essential Knowledge and Skills for Mathematics, Other High School Mathematics Courses.

The provisions of this subchapter shall be implemented by school districts beginning September 1, 1998, and at that time shall supersede §75.63(o), (q)-(u), and (cc) of this title (relating to Mathematics).

§111.52. Independent Study in Mathematics (One-Half to One Credit).

(a) General requirements. Students can be awarded one-half to one credit for successful completion of Independent Study in Mathematics. Required prerequisites: Algebra II, Geometry. Students may repeat this course with different course content for a second credit.

(b) Content requirements. Students extend their mathematical understanding beyond the Algebra II level in a specific area or areas of mathematics, such as theory of equations, number theory, non-Euclidean geometry, advanced survey of mathematics, or history of mathematics. The requirements for each course must be approved by the local district before the course begins.

(c) If this course is being used to satisfy requirements for the Distinguished Achievement Program, student research/products must be presented before a panel of professionals or approved by the student's mentor.

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Chapter 112. Texas Essential Knowledge and Skills for Science

The Texas Education Agency (TEA) adopts new §§112.1-112.7, 112.21-112.24, 112.41-112.49, and 112.61-112.71, concerning science. Sections 112.2-112.7, 112.21-112.24, and 112.41-112.49 are adopted with changes to the proposed text as published in the June 6, 1997, issue of the *Texas Register* (22 TexReg 5415). Sections 112.1 and 112.61-112.71 are adopted without changes and will not be republished.

The new sections establish the essential knowledge and skills for elementary, middle, and high school science, including other science courses. The provisions of these sections shall be implemented by school districts beginning September 1, 1998, and at that time shall supersede §75.28(a)-(f) of this title (relating to Science); §75.28(g) and §75.44 of this title (relating to Science); §75.64 of this title (relating to Science). If they choose to do so, school districts can implement the Texas essential knowledge and skills (TEKS) for courses for which

essential elements can be found in 19 TAC Chapter 75 of this title (relating to Curriculum) during the 1997-1998 school year.

The process to develop the new TEKS resulted in a state curriculum that is rigorous, measurable, specific, and current, meeting the high expectations that Texas citizens hold for high school graduates. Furthermore, the TEKS will provide a clear basis for development of instructional materials and for preparation of state assessments.

The Texas Education Code (TEC) organizes the required curriculum into two types: the foundation curriculum and the enrichment curriculum. Implementation of all new TEKS is scheduled to begin September 1, 1998, rather than over the timespan of several school years as was proposed.

The following changes have been made since the sections were proposed.

Numerous editorial changes have been made throughout the sections to improve clarity of language and increase rigor and specificity.

Throughout the sections, changes have been made for consistent use of terms. For example, in §112.2 (relating to Science, Kindergarten), the term "physical world" in subsection (a)(5) has been changed to "natural world."

In Grades 3-8, the student expectation statements relating to adaptations have been changed to ensure accuracy in the use of terms. For example, in §112.7 (relating to Science, Grade 5), the student expectation statement in subsection (b)(9)(B) has been changed to read "analyze and describe adaptive characteristics that result in an organism's unique niche in an ecosystem."

Throughout other high school science courses and at different grade levels, language has been changed to reflect a stronger connection to mathematics. For example, in §112.43 (relating to Biology), the student expectation in subsection (c)(2)(B) has been changed to read "The student is expected to collect data and make measurements with precision."

Knowledge and skills and student expectation statements have been changed to delineate the progression of difficulty from Kindergarten through Grade 5. For example, in §112.2(b)(1), the knowledge and skills statement reads "The student participates in classroom and field investigations following home and school safety procedures." Whereas in §112.7(b)(1), the knowledge and skills statement reads "The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices."

In Kindergarten-Grade 5, technology applications have been strengthened. For example, in subsection (a) of §§112.2-112.7, language has been added to the introductions to read "Students also use computers and information technology tools to support their investigations." In addition, the student expectation statements have been changed in Grades 3-5. For example, §112.5(b)(2)(A) reads "The student is expected to plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology."

At the elementary level, astronomy has been strengthened. For example, in §112.7(b)(12)(C), a new student expectation

statement has been added to read "The student is expected to identify the physical characteristics of the Earth and compare them to the physical characteristics of the moon."

In Grades 3-5, language that connects grade level science concepts with careers has been eliminated to focus on academic content. For example, language in §112.5(b)(3)(E), published as proposed, that read "The student is expected to connect Grade 3 science concepts with careers" has been deleted.

In Kindergarten-Grade 2, the term "organism" has been added to several knowledge and skills and student expectation statements for accuracy. For example, in §112.4 (relating to Science, Grade 2), the student expectation statement in subsection (b)(4)(B) has been changed to read "The student is expected to measure and compare organisms and objects and parts of organisms and objects, using standard and non-standard units."

Technology applications have been strengthened in Grades 6-8. In addition, language in the introductions for Grades 6-8 has been modified. For example, in §112.22 (relating to Science, Grade 6), language has been added to subsection (a)(1) to read "Students also use computers and information technology tools to support their investigations." Also in §112.22(b)(2)(A), the student expectation statement has been changed to read "The student is expected to plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting and using equipment and technology."

New statements of knowledge and skills and student expectations have been added to §112.24 (relating to Science, Grade 8) to bring design into Grade 8 and to strengthen the Grade 8 curriculum. In §112.24(b)(5), the new knowledge and skills statement reads "The student knows that relationships exist between science and technology." Atomic theory has been added in the new knowledge and skills statement in §112.24(b)(8) that reads "The student knows that matter is composed of atoms."

In Grades 6-8, new statements of knowledge and skills and student expectations have been added to continue the strand on systems from the elementary grades into the middle school. For example, in §112.22 (relating to Science, Grade 6), a new knowledge and skills statement has been added to subsection (b)(5) that reads "The student knows that systems may combine with other systems to form a larger system." New language has also been added in §112.23(b)(5)(A) and (B) and §112.24(b)(6).

In Grades 6-8, language that connects grade level science concepts with careers has been eliminated to focus on academic content. For example, language in §112.22(b)(3)(E), published as proposed, that read "The student is expected to connect Grade 6 science concepts with careers" has been deleted.

In §112.45 (relating to Chemistry), the statements of knowledge and skills and student expectations have been changed to eliminate redundancies. For example, the student expectation statement in §112.45(c)(7)(B), published as proposed, has been moved to §112.45(b)(4)(D) and reads "The student is expected to describe the physical and chemical characteristics of an element using the periodic table and make inferences about its chemical behavior." In addition, the student expectation statement in §112.45(c)(7)(A), published as proposed, has been moved to §112.45(c)(6)(C) and reads "The student is expected to summarize the historical development of the periodic table

to understand the concept of periodicity." These changes have eliminated §112.45(c)(7)(A) and (B), published as proposed.

The suggested prerequisites for §112.47 (relating to Physics) have been strengthened. For example, §112.47(a) has been changed to read "Suggested prerequisites: one unit of high school science, Algebra I, and completion of or concurrent enrollment in a second year of mathematics."

The following comments have been received regarding adoption of the new sections.

Subchapter A. Elementary.

§112.2. Science, Kindergarten.

Issue: TEKS for Science don't support mathematics.

Comment. The Texas Association for Supervision and Curriculum Development (TASCD) commented that the complexity should be increased so that children compare and/or order events.

Agency Response. The agency agrees with this comment and has amended the section.

Comment. TASCD commented that students need to use patterns, not just observe and identify.

Agency Response. The agency agrees with this comment and has amended the section.

Comment. TASCD commented that time and temperature be added to be consistent with mathematics.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Need TEKS for content vocabulary.

Comment. TASCD commented that TEKS for content vocabulary be added.

Agency Response. The agency agrees with this comment in that vocabulary should be used where appropriate, but questions its use at Kindergarten-Grade 1.

Issue: Students use senses as tools of observation.

Comment. The Texas Audubon Society commented that in order for student expectations in §112.2(b)(4)(A) and (B) to better support §112.2(a)(1), students should not only identify their senses as tools of observation, but should use their senses to gather information.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Fieldwork incorporated into student expectations.

Comment. The Texas Audubon Society commented that a requirement that students observe living things in their natural environment be added in each appropriate student expectation to incorporate fieldwork.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Add benchmarks.

Comment. The Texas Audubon Society commented that the following American Association for the Advancement of Science

(AAAS) Benchmarks for Science Literacy be added to focus observation skills to support the expected knowledge and skills: "Some animals and plants are alike in the way they look and in the things they do, and others are very different from one another" and "Stories sometimes give plants and animals attributes they really do not have." Also, the Texas Audubon Society commented that the following AAAS benchmark be added: "Plants and animals have features that help them live in different environments."

Agency Response. The agency disagrees with these comments. Students' observational skills are already focused on many student expectations, including §112.2(b)(6)(B), (C), and (E). In an effort to present fewer concepts in more depth, a limited number of concepts will be addressed in any given year. Plant and animal features that help them survive in different environments will be studied beginning in Grade 3.

Issue: Conserving resources.

Comment. The Texas Audubon Society commented that the following AAAS benchmark should be incorporated into §112.2(b)(1): "Many materials can be recycled and used again, sometimes in different forms."

Agency Response. The agency agrees with this comment and has amended the student expectations statements in Grades 3-12.

Issue: Basic needs of organisms.

Comment. The Texas Audubon Society commented that current wording in §112.2(b)(9)(A) implies that non-human living things can weigh the differences between options and choose how they will meet their basic needs. Non-human living things which have far less control of the environment do not always have "choices" about meeting their basic needs.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Resources.

Comment. The Texas Audubon Society commented that §112.2(b)(9)(C) be modified from "Identify ways that the Earth provides resources for life" to "Identify ways that the Earth can provide resources for life" because in some instances resources are not provided for specific life forms in specific geographic locations.

Agency Response. The agency agrees with this comment and has amended the section.

Comment. The Texas Audubon Society commented that the deletion of limitations on resources in §112.2(b)(9)(C) from a previous draft is unsupported. There is no indication in any child development research that children by the age of 5 or 6 cannot comprehend limits.

Agency Response. The agency disagrees with this comment and believes the current statement is age-appropriate.

Issue: Diversity of living things.

Comment. The Texas Audubon Society commented that the word "diversity" appears for the first time in Grade 4, and it is applied only to organisms that lived in the past. AAAS Benchmarks for Science Literacy recommend beginning to work

on the concept of diversity in Kindergarten. The Society also commented that information about the differences among living organisms be added at the Kindergarten level.

Agency Response. The agency agrees with this comment and has amended the section to help students better understand diversity of living organisms.

Issue: Match between knowledge and skill statements and student expectations.

Comment. An individual commented that changes be made so that the student expectations match the goals stated.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Critical thinking at the kindergarten level.

Comment. An individual commented that teachers be given guidance on what critical thinking and problem solving mean at the Kindergarten level.

Agency Response. The agency agrees with this comment. Guidance will be provided in the science framework, a companion document to the TEKS for science.

§112.3. Science, Grade 1.

Issue: Conserving resources.

Comment. The Texas Audubon Society commented that the following AAAS benchmark should be incorporated into §112.3(b)(1): "Many materials can be recycled and used again, sometimes in different forms."

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Include more information on the flow of matter and energy prior to the end of Grade 2.

Comment. The Texas Audubon Society commented that more specific information about the needs of plants and animals for water and food and about recycling be added.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Basic needs clarification.

Comment. An individual commented that §112.3(b)(9)(A) be further modified to include characteristics of living organisms that allow their needs to be met.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Improve match between knowledge and skill statement and student expectation.

Comment. Several science teachers commented that the student expectation statements in §112.3(b)(8)(A) and (B) be modified so students distinguish between living and nonliving objects.

Agency Response. The agency agrees with this comment and has amended the section.

Comment. Several science teachers commented that the match between §112.3(b)(10)(C) and the knowledge and skill statement be improved.

Agency Response. The agency agrees with this comment and has amended the section.

§112.4. Science, Grade 2.

Issue: Lack of match between knowledge and skill statement and student performance.

Comment. A member of the Texas Business and Education Coalition (TBEC) commented that gases of the atmosphere are not introduced until Grade 3, yet to understand the water cycle introduced in Grade 2, students must have some understanding of gases of the atmosphere.

Agency Response. The agency agrees with this comment and has amended the section to read "The student knows that the natural world includes rocks, soil, water, and gases of the atmosphere."

Issue: Include more information about variation within a population prior to the end of Grade 2.

Comment. The Texas Audubon Society commented that the following AAAS benchmark be added: "There is variation among individuals of one kind within a population."

Agency Response. The agency disagrees with this comment and believes that this topic should be introduced in Grade 3.

Issue: Basic needs clarification.

Comment. An individual commented that §112.4(b)(9)(A) be modified to include characteristics of plants and animals that allow basic needs to be met.

Agency Response. The agency agrees with this comment and has amended the section to read "identify the external characteristics of different kinds of plants and animals that allow their needs to be met."

Issue: Add constellations.

Comment. An individual commented that information about constellations be included in §112.4(b)(7)(D).

Agency Response. As students observe and record changes in the night sky they will have the opportunity to observe constellations.

§112.5. Science, Grade 3.

Issue: Developing student interest in topic.

Comment. A member of TBEC commented that when teaching genetics to young children, there should be a focus on the students and how they resemble parents rather than on plants and animals which may not be as intrinsically interesting to the students.

Agency Response. The agency agrees with this comment. The focus on plants and animals includes humans.

Issue: Alignment with social studies.

Comment. TASC commented that science needs to include the interaction of people with the environment to align more closely with social studies.

Agency Response. The agency agrees with this comment and has amended §112.5(b)(8)(D) to read "describe how living organisms modify their physical environment to meet their needs such as beavers building a dam or humans building a home."

Issue: Alignment with technology applications.

Comment. TASC commented that the TEKS for science needs to apply information, critical thinking, and problem solving to align more closely with technology applications.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Alignment with mathematics.

Comment. TASC commented that mathematics has more complexity than science because students are expected to solve problems using measurement.

Agency Response. The agency disagrees with this comment. In Grade 4, students conduct tests, compare data, and draw conclusions using that data. Third grade students focus primarily on the accuracy of the measurements they make.

Issue: Accurate language.

Comment. An individual commented that the term "instruments" should be changed to "tools" in §112.5(b)(7)(A).

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Systems more explicit.

Comment. TASC commented that the concept of system be made more explicit.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Alignment with health education.

Comment. TASC commented that science and health do not support each other.

Agency Response. The agency agrees with this comment and has amended the section to include the concepts of illness and of health in §112.5(b)(8)(C), "The student is expected to describe environmental changes in which some organisms would thrive, become ill, or perish."

Issue: Resources.

Comment. The Texas Audubon Society commented that language that reads "identify uses of natural resources" emphasizes humans use of natural resources while ignoring the resources value in relation to other resources and as an integral part of a larger system.

Agency Response. The agency disagrees with this comment and believes that language used is inclusive and not limited to humans' use of resources.

Comment. The Texas Audubon Society questioned the use of the word "inexhaustible" in relation to resources in §112.5(b)(11)(A). The language suggests that it is possible that no resource is inexhaustible.

Agency Response. The agency disagrees with this comment. Biomass, sunlight, wind, and hydrogen may all be considered inexhaustible.

Issue: Accuracy of §112.5(b)(8)(C).

Comment. The Texas Audubon Society commented that the current student expectation implies that organisms have the options to relocate when a change is made in its habitat. This is rarely the case. While humans are highly adaptable, most other species have specific habitat needs and are not capable of relocating.

Agency Response. The agency agrees with this comment and has amended the section by deleting the word "relocate."

Issue: Clarity of concepts.

Comment. Several individuals commented that the concepts of characteristics acquired through biological adaptation in §112.5(b)(9)(A) and (B) be clarified.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Internal consistency of language.

Comment. An individual commented, "How does one collect data using calculators?"

Agency Response. The student expectation in §112.5(b)(4)(A) reads "The student is expected to collect and analyze information using tools including calculators, microscopes, cameras..." Students may analyze information using calculators.

§112.6. Science, Grade 4.

Issue: Systems.

Comment. An individual commented that the term "complex" be added to systems in §112.6(b)(5).

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Different language proposed for §112.6(b)(8).

Comment. The Texas Audubon Society commented that the knowledge and skills statement "The student knows that adaptations may increase the survival of members of a species" be replaced with the AAAS benchmark "The student knows that individuals of the same kind differ in their characteristics, and sometimes the differences give individuals an advantage in surviving and reproducing" as it is more scientifically correct.

Agency Response. The agency disagrees with this comment. The statement is clear and introduces the concept of species.

Issue: Comparing fossils to living organisms.

Comment. The Texas Audubon Society commented that the Benchmarks for Science Literacy suggest that by the end of Grade 5 students should know that "Fossils can be compared to one another and to living organisms according to their similarities and differences."

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Content at low level.

Comment. TASCDC commented that the content is at a low level and not connected to the scientific process.

Agency Response. The agency disagrees with this comment. Note the connection between content and process in §112.6(b)(7)(B), and (b)(11)(A).

Issue: Introduce concept of density.

Comment. Several science teachers commented that the concept of density should be introduced so students can begin to understand buoyancy.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Add constellations.

Comment. An individual commented that information about constellations be included in §112.6(b)(6)(A).

Agency Response. As students identify patterns of changes in objects in the sky they will have the opportunity to identify constellations.

§112.7. Science, Grade 5.

Issue: Add simple experimental investigations.

Comment. An individual commented that simple experimental investigations be added to §112.7(b)(2)(A).

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Clarify language with regard to unique adaptive characteristics.

Comment. An individual commented that §112.7(b)(9)(A)-(C) relating to adaptations be clarified.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Internal alignment.

Comment. TASCDC commented that the term "removed" be changed to "modified" to align with §112.7(b)(5)(B).

Agency Response. The agency disagrees with this comment. In subsequent versions of the TEKS for science, the student expectation statement has been modified, therefore, the comment no longer applies.

Issue: Alignment with mathematics.

Comment. TASCDC commented that the term "application" be included in §112.7(b)(4)(A).

Agency Response. The agency disagrees with this comment. In science, tools can be used for multiple tasks.

Issue: Language modification.

Comment. TASCDC commented that the word "including" be changed to "such as" in §112.7(b)(1)-(12).

Agency Response. The agency disagrees with this comment. Students should be expected to understand all sections.

Issue: Delete reference to solubility and magnetic energy.

Comment. Several science teachers commented that although solubility remains constant, there are many variables that can affect it. This concept may be confusing to students. Magnetic energy is too sophisticated a concept for this grade.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Clarity of concepts.

Comment. An individual commented that concepts of characteristics acquired through biological adaptation in §112.7(b)(9)(A) and (B) be clarified and enriched.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: How microscopes are used.

Comment. The Texas Audubon Society commented that the AAAS recommends that microscopes should be used not to study cell structure but to begin exploring the world of organisms that cannot be seen by the unaided eye.

Agency Response. The use of microscopes is called for in §112.7(b)(4)(A) with no limitations on how they are used.

Issue: Add additional information about heredity prior to the end of Grade 5.

Comment. The Texas Audubon Society commented that the following student expectations be included: (1) "Some likenesses between children and parents such as eye color in human beings or fruit or flower color in plants, are inherited. Other likenesses, such as people's table manners, or carpentry skills, are learned;" and (2) "For offspring to resemble their parents, there must be a reliable way to transfer information from one generation to the next."

Agency Response. The agency disagrees with this comment. These concepts are already covered in Grades 4 and 5.

Comment. An individual commented that, by the end of Grade 5, students should know the following: "Some living things consist of a single cell. Like familiar organisms, they need food, water, and air; a way to dispose of waste; and an environment they can live in." "Microscopes make it possible to see that living things are made mostly of cells. Some organisms are made of a collection of similar cells that benefit from cooperating." "Some organisms cells vary greatly in appearance and perform very different roles in the organism."

Agency Response. These concepts are already covered in Grades 2 and 3.

Issue: Add additional information about the flow of matter and energy prior to the end of Grade 5.

Comment. The Texas Audubon Society commented that the following AAAS benchmark be added: "Over the whole earth, organisms are growing, dying, and decaying, and new organisms are being produced by the old ones."

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Specify heating apparatuses.

Comment. Several science teachers commented that hot plates be specified in the equipment listed in §112.7(b)(4)(A) for safety reasons.

Agency Response. The agency agrees with this comment and has amended the section. This change was also made in Grades 6-8.

Issue: Absence of life science in the introduction.

Comment. An individual commented that information to the introduction be added to indicate that life science concepts are taught in this grade.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Describe rather than evaluate.

Comment. An individual commented that the word "evaluate" be replaced with "describe" in §112.7(b)(3)(D).

Agency Response. The agency disagrees with this comment. The intent of the student expectation is to have students use higher-level thinking skills needed for evaluation.

Issue: Add "physical" to properties.

Comment. An individual commented that students know both the physical as well as the chemical properties of substances.

Agency Response. The students focus on physical properties in Grade 5, chemical properties in Grade 6, and both in Grade 7.

Issue: Add additional material on the atom, elements, molecules, etc.

Comment. An individual commented that students learn about these concepts in the sixth-grade classroom at the present time and do not find the concepts difficult.

Agency Response. Many of these concepts will be the focus in Grade 7.

Issue: Add concepts on cells.

Comment. An individual commented that information on cells be included.

Agency Response. In an effort to focus on fewer subjects at greater depth, the focus at each grade level has been narrowed.

Issue: Additional information on ecosystems.

Comment. An individual commented that it is important to establish that an organism is a part of an ecosystem before the student knows that the responses of organisms are caused by internal or external stimuli.

Agency Response. In an effort to focus on fewer subjects at greater depth, the focus on each grade level has been narrowed.

Issue: Additional information on gravity.

Comment. An individual commented that gravity is so basic that at the first mention of the solar system, it should be included.

Agency Response. The agency agrees with this comment and has amended the section.

General Comments.

Issue: Teaching students spatial ability.

Comment. A member of TBEC commented that the elementary science document should delineate the spatial abilities that students should master to be successful in science.

Agency Response. The agency agrees with this comment and has amended §112.2(b)(6)(A) to read "The students is expected to sort organisms and objects into groups according to their parts and describe how the groups are formed."

Issue: Accuracy of terminology.

Comment. An individual commented that the term "fieldwork" be changed to "field investigations" throughout the document.

Agency Response. The agency agrees with this comment and has amended the section.

Comment. An individual commented that organisms not be included within the category of "objects" throughout the document.

Agency Response. The agency agrees with this comment and has amended the section.

Comment. An individual commented that the term "organisms" be used rather than "living things."

Agency Response. The agency agrees with this comment and has amended the section.

Comment. An individual commented that, beginning at Grade 3, the term "scientific inquiry methods" be used instead of "scientific methods."

Agency Response. The agency agrees with this comment and has amended the section.

Comment. An individual commented that, beginning at Grade 3, modify the student expectation statement in §112.5(b)(2)(C) to read "analyze and interpret information to construct reasonable explanations from direct and indirect evidence."

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Replace the "Introduction" with "Scientific Principles."

Comment. An individual commented that "Introduction" be replaced with "Scientific Principles" including science as a way of learning, investigations, systems, scale, change and constancy and models.

Agency Response. The agency disagrees with this comment. The use of the introduction is consistent with the format that the State Board of Education adopted for all TEKS. The current introduction includes scientific principles.

Issue: "Introduction" is an inadequate title.

Comment. An individual commented that "Introduction" be renamed to "Introduction and Foundation Information" to assure that teachers attend to this part of document.

Agency Comment. The agency disagrees with this comment. The current title adequately communicates the intent of the section and is consistent for all subjects.

Issue: Delete "Scientific Processes" and "Science Concepts" titles.

Comment. An individual commented that all of the TEKS are content according to the National Science Education Standards (NSES).

Agency Response. The agency disagrees with this comment. The labeling of "Scientific Processes" reminds educators and learners of the role of the process skills in science. The current essential elements are based almost totally on science processes, and the TEKS for science continue to emphasize the importance of scientific processes.

Comment. An individual commented that, beginning at Grade 3, modify §112.5(b)(3)(A) to include all scientific explanations.

Agency Response. The agency agrees with this comment and has amended the section.

Comment. An individual commented that the term "scientific inquiry" is more accurate than "science inquiry."

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Inclusion of descriptive investigations.

Comment. An individual commented that students should be expected to conduct descriptive investigations and this should be included throughout the document.

Agency Response. The agency agrees with this comment and has amended the section.

Comment. An individual commented that the terms "natural world" and "physical world" seem to be used interchangeably. Natural world is more inclusive and more accurate.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Evolution ignored.

Comment. An individual commented that throughout the document the subject of evolution has been largely ignored.

Agency Response. The agency disagrees with this comment. Evolution is addressed in the high school biology course.

Issue: Omission of science and technology standards.

Comment. An individual commented that design experiences should be included in the science essential knowledge and skills.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Integration of the disciplines of science.

Comment. An individual commented that the science TEKS do not seem to adequately integrate the various disciplines of science. What will prevent this from being taught in a disjointed way as General Science used to be taught?

Agency Response. The agency disagrees with this comment. The inclusion of unifying concepts such as systems, patterns, and structure and function throughout many grade levels provide unifying concepts for the teaching of the science disciplines.

Issue: Animal kingdom.

Comment. An individual commented: Where is the information on the animal kingdom?

Agency Response. The animal kingdom is included throughout in references to organisms and living things.

Issue: Value of educational field trips.

Comment. An individual commented that the science TEKS need to be strengthened by including curriculum standards that recognize the value of educational field trips.

Agency Response. Decisions about instructional methodology are left to the school districts. Carefully designed field trips that meet instructional goals are already encompassed within the definition of field investigations.

Issue: Clarity of concepts.

Comment. Several individuals commented that concepts of characteristics acquired through biological adaptation need to be clarified throughout the document.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: The use of action verbs.

Comment. An individual commented that the action verbs tend to focus on process.

Agency Response. The agency disagrees with this comment. The verbs used in the science TEKS are meant to bring process and content together.

Issue: Various grammatical changes made for clarity.

Comment. Several science teachers commented that introductions at each grade level be simplified by omitting repeated reference to that grade level, omitting unnecessary commas, and reordering phrases in sentences so ideas are more directly expressed.

Agency Response. The agency agrees with this comment and has amended the section.

Comment. Several science teachers commented that the intent of the document be clarified by reordering phrases in sentences, adding words to aid clarity, capitalizing letters when appropriate, and deleting redundant words.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: replace "weight" with "mass" for accuracy.

Comment. Several science teachers commented that the term "mass" be used when students work with balances.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: More emphasis on skills needed.

Comment. An individual commented that more emphasis be placed on skills.

Agency Response. The agency disagrees with this comment. Science skills are already an important part of the TEKS for science.

Issue: Instructional strategies.

Comment. An individual commented that the lack of rigorous content-based curricula may lead to unwanted teaching methodologies.

Agency Response. The agency disagrees with this comment. The science essential knowledge and skills are rigorous, clear, concise, and content-based.

Issue: Systems not presented until Grade 3.

Comment. The Texas Audubon Society and an individual commented that Grade 3 is late for children to focus on the topic of systems. Simple living systems should be incorporated into student expectations in Kindergarten- Grade 2, including observing simple systems such as an aquarium and/or terrarium. Include systems at earlier grades.

Agency Response. The agency agrees with this comment and has amended language in Kindergarten-Grade 2. For example, in §112.2(b)(6), the knowledge and skills statement has been changed to read "The student knows that systems have parts and are composed of organisms and objects."

Issue: Specifying the more sophisticated use of tools and technology, i.e., so that students learn to do more than word processing on a computer.

Comment. A member of TBEC and a member of TASCDC commented that more sophisticated uses of technology such as using the Internet should be specified to acquire information.

Agency Response. Although additional information on technology was added to the TEKS on science, specific methodologies such as use of the Internet were not. The use of specific methodologies of technology will be addressed by a companion document, the science framework.

Issue: Include language on the strengths and weaknesses of theories.

Comment. An individual commented that language be included requiring students to know the strengths and weaknesses of various theories in the knowledge and skill statements.

Agency Response. The agency agrees with this comment. Language requiring students to know the strengths and weaknesses of various theories already appeared in Grades 3-12.

Issue: The addition of astronomy concepts at the elementary level.

Comment. An individual commented that more information about astronomy be included in the elementary grades.

Agency Response. The agency agrees with this comment and has amended the sections.

Issue: Elimination of the phrase "...and also should know that science may not answer all questions."

Comment. The Texas Audubon Society commented that no other subject area or discipline can answer all questions, yet only science contains this statement. Please remove it.

Agency Response. The agency disagrees with this comment and believes that it is important for students to understand both the strengths and limitations of science.

Issue: The nature of science.

Comment. An individual commented: Where does the student learn what science is?

Agency Response. The student learns what science is while engaging in scientific processes as stated in §112.3(b)(2).

Subchapter B. Middle School.

§112.22. Science, Grade 6.

Issue: Broaden concept.

Comment. An individual commented that the word "species" be used instead of "organism" in §112.22(b)(11) and that a student expectation statement be added that reads "identify the change in traits that can occur over several generations through selective breeding such as in long-haired cats and rust-resistant corn."

Agency Response. The agency agrees with this comment and has amended the section.

§112.23. Science, Grade 7.

Issue: Broaden concept.

Comment. An individual commented that the word "species" be used instead of "organism" in §112.23(b)(10) and that comparison of traits of organisms be added.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Expand wording relating to astronomy.

Comment. An individual commented that language be changed from "relate the Earth's movement and the moon's orbit to the observed cyclical phases of the moon" to "relate the Earth's movement and the moon's orbit to the phases of the moon observed and recorded nightly by the student." In addition, include information on recording the position of the planets on the ecliptic.

Agency Response. The agency disagrees with this comment. The current knowledge and skill statements allow opportunity for students to learn these concepts. Teaching strategies such as keeping a sky watch journal are to be decided at the local level.

§112.24. Science, Grade 8.

Issue: Broaden concept.

Comment. An individual commented that the word "organism" be replaced with "species" and that impact of changing conditions be added.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Interdependence.

Comment. The Texas Audubon Society commented that the concept of interdependence in living systems be added.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Grade 8 requirements.

Comment. An individual commented that the Grade 8 requirements seem less demanding than other grades.

Agency Response. The agency disagrees with this comment. The Grade 8 requirements have been strengthened.

Issue: Add "spectroscope" to the list of equipment.

Comment. An individual commented that the word "spectroscope" be added to §112.24(b)(4)(A).

Agency Response. The agency disagrees with this comment. Only the most basic science equipment such as a telescope is included.

Issue: Omit reference to families in the grouping of elements.

Comment. Several science teachers commented that the reference to families be omitted from §112.24(b)(9)(B) in Grade 8; it may be confusing.

Agency Response. The agency agrees with this comment and has amended the section.

General Comments.

Issue: Use of graphing calculators at middle school level.

Comment. An individual commented that the reference to graphing calculators be omitted in science at the middle school level.

Agency Response. The agency agrees with this comment and has amended the section. Students will be expected to work with calculators. The type of calculator required for science will be left to the discretion of the school district.

Issue: Restore systems.

Comment. An individual commented that systems be added back at the middle school level.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Add concept of specific heat.

Comment. Several science teachers commented that specific heat be added at the middle school level.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Differentiation among scientific processes at various grade levels.

Comment. An individual commented that the process skills be made more rigorous at each succeeding grade level.

Agency Response. The agency agrees with this comment and has amended the language in several of the process skills.

Issue: Change "make informed decisions" to "draw conclusions."

Comment. An individual commented that the phrase "The student uses critical thinking and scientific problem solving to draw conclusions" would be more in line with the scientific method.

Agency Response. The agency disagrees with this comment. The intent of the writing team was for students to apply their conclusions in the making of informed decisions.

Subchapter C. High School.

§112.42. Integrated Physics and Chemistry.

Issue: Scope of topics included in course.

Comment. A member of TBEC commented that more emphasis be placed on chemical bonding in the Integrated Physics and Chemistry course.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Replace Integrated Science with Physical Science.

Comment. An individual commented that Physical Science is a good introductory science course.

Agency Response. Integrated Physics and Chemistry has replaced the Integrated Science course.

Issue: Restore series and parallel circuits.

Comment. An individual commented that information on series and parallel circuits be reinstated.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Restore rate of solution.

Comment. An individual commented that the rate of solution was omitted from latest draft of the TEKS for science.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Wheels and axles together make a tool.

Comment. An individual commented that the comma be removed between wheels and axles.

Agency Response. The agency agrees with this comment and has amended the section.

§112.43. Biology.

Issue: Evolution.

Comment. Several individuals commented that the term "biological evolution" be replaced with "theories of origin and diversity of life" in §112.43(c)(7).

Agency Response. The agency disagrees with this comment. The term "biological evolution" is used correctly in the Biology essential knowledge and skills.

Comment. An individual commented with concerns that the specifics of biological evolution would be presented to students and in textbooks.

Agency Response. The guidelines for the presentation of biological evolution do not specify which aspects of the theory may or may not be presented. As theories change, the information presented about those theories also changes.

§112.46. Aquatic Science.

Comment. An individual commented that the term "adaptation" be replaced with "traits and characteristics."

Agency Response. The agency disagrees with this comment. The term "adaptation" is used correctly.

§112.47. Physics.

Issue: Prerequisites.

Comment. A member of TBEC commented that Physics should have the same recommended mathematics prerequisite as Chemistry.

Agency Response. The agency agrees with this comment and has amended the section by strengthening the suggested prerequisites of Physics to read "Suggested prerequisites: one unit of high school science, Algebra I, and completion of or concurrent enrollment in a second year of mathematics."

§112.48. Astronomy.

Issue: Use of sections of the electromagnetic spectrum to gather data on objects in space.

Comment. An individual commented that the phrase "researches the use of each section of the electromagnetic spectrum to gather data on objects in space" be added.

Agency Response. School districts may add this concept at the local level.

Issue: Use of the term "evolution."

Comment. An individual commented that theories of the "evolution" of the universe be replaced with theories of the "origin" of the universe.

Agency Response. The agency disagrees with this comment. The term "evolution" is used correctly in this context.

§112.49. Geology, Meteorology, and Oceanography.

Issue: Prerequisites.

Comment. A member of TBEC commented that since geosciences are macroscopic and generally easy for students to understand why are suggested prerequisites listed.

Agency Response. Chemistry and physics provide a foundation for this course.

Issue: Geologic time scale.

Comment. An individual commented that "design and construct a geologic time scale" be replaced with "construct and analyze the different geological formations that would be observed as a result of each theory."

Agency Response. The agency disagrees with this comment. The current language does not preclude such analysis.

Issue: Presentation of plate tectonics.

Comment. An individual commented that plate tectonics should be presented as theory.

Agency Response. The agency agrees with this comment. Plate tectonics is presented as theory in the Geology, Meteorology, and Oceanography course.

Issue: Formation and history of Earth.

Comment. An individual commented that a more scientific approach to theories of formation and history of the Earth be adopted.

Agency Response. The agency disagrees with this comment. The TEKS for science already represent a scientific approach to these topics.

Issue: Separate Geology, Meteorology, and Oceanography into individual courses.

Comment. The Texas Earth Science Teachers Association and an individual commented regarding dividing this course. The Texas Earth Science Teachers Association commented that this course be divided into three semester courses. Many Texas high schools offer elective courses in Geology, Meteorology, and Oceanography at this time and they should be allowed to continue. An individual commented that summing up three sciences into one high school elective course that is less demanding than the current course in Grade 8 is demeaning. This course should be divided into 3 one-semester courses.

Agency Response. The agency disagrees with this comment. School districts can still offer these subjects in separate courses by submitting an application for Innovative Courses. The agency may not add new courses in this stage of the TEKS adoption process. As more students elect to graduate under the Recommended High School Program, there will be less demand for science courses outside of Biology, Chemistry, and Physics. By consolidating three courses into a single offering, students who take this course will have exposure at the high school level to a variety of earth science disciplines.

General Comments.

Issue: English as a second language.

Comment. An individual commented that English as a second language (ESL) should be included in the area of science.

Agency Response. Accessibility of the curriculum for ESL and other special populations will be included in curriculum frameworks and in the Spanish translation.

Comment. Several individuals commented that the following statements to the content area TEKS be included: "To address content instruction in core subjects, Chapter 128, provides for instruction both in the student's home language and in English as a second language strategies which may involve the use of the student's home language to assist the limited English proficient students to master the Texas essential knowledge and skills of this content."

Agency Response. Language concerning limited English proficient students is included in adopted new 19 TAC Chapter 110 of this title (relating to TEKS for English Language Arts and Reading) and Chapter 128 of this title (relating to TEKS for Spanish Language Arts and English as a Second Language).

Issue: Evolution.

Comment. Several individuals commented that "neutral" terminology and "alternative theories" should not replace scientifically accurate evolutionary terminology.

Agency Response. The agency agrees with this comment.

Comment. Several individuals commented regarding evolution. One individual commented that educational materials regarding biological evolution should not be influenced by religious beliefs. Several individuals commented that guidelines for teaching evolution be kept unadulterated.

Agency Response. The agency agrees with these comments.

Issue: Avoid repeating sections that are common to other subjects.

Comment. An individual commented that in most cases there are certain rules that apply to each subject at every level. Rather than repeating these each time, why not have a section that applies to every level and then for a specific level list only those things that are specific to it.

Agency Response. The agency disagrees with this comment. Each subject and grade within a subject should be complete within itself so that affected individuals who receive only part of a document may have in their possession all the necessary information for their particular situation.

Issue: Support for Texas Audubon Society's recommended changes.

Comment. The Austin Children's Museum commented that guidelines that allow students to understand the interdependence of living things be adopted.

Agency Response. The agency agrees with this comment.

Comment. Several individuals commented that it is important that children receive a science education that will help them to have a better understanding and appreciation of the world around them.

Agency Response. The agency agrees with this comment.

General Comments.

Comment. The Texas Public Policy Foundation commented that the TEKS do not meet one or more of the following standards: the standards should relate directly to subject content; clearly specify the expected knowledge and skills; become increasingly complex; be objectively testable; and incorporate recommendations submitted by experts.

Agency Response. The agency disagrees with this comment. The TEKS meet the criteria that they be academically rigorous, clear, grade-specific, and measurable. Expert advice has been incorporated as appropriate and consistent.

Issue: Process to develop the TEKS.

Comment. An individual commented that the process to develop the TEKS was inconvenient to interested participants; the service center and agency personnel were rude; and the public was deceived.

Agency Response. The agency disagrees with this comment. The process to develop the TEKS spanned nearly three years and afforded multiple opportunities for involvement by the public. Agency and regional education service center personnel were directed to solicit responses to the TEKS drafts during public hearings and by other means according to the guidelines established for the hearings and according to the schedule approved by the SBOE.

Subchapter A. Elementary

19 TAC §§112.1-112.7

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the foundation curriculum.

§112.2. *Science, Kindergarten.*

(a) Introduction.

(1) In Kindergarten, science introduces the use of simple classroom and field investigations to help students develop the skills of asking questions, gathering information, communicating findings, and making informed decisions. Using their own senses and common tools such as a hand lens, students make observations and collect information. Students also use computers and information technology tools to support their investigations.

(2) As students learn science skills, they identify components of the natural world including rocks, soil, and water. Students observe the seasons and growth as examples of change. In addition, Kindergarten science includes the identification of organisms and objects and their parts. Students learn how to group living organisms and nonliving objects and explore the basic needs of living organisms.

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

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

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

(b) Knowledge and skills.

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

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

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

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

(A) ask questions about organisms, objects, and events;

(B) plan and conduct simple descriptive investigations;

(C) gather information using simple equipment and tools to extend the senses;

(D) construct reasonable explanations using information; and

(E) communicate findings about simple investigations.

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

(A) make decisions using information;

(B) discuss and justify the merits of decisions; and

(C) explain a problem in his/her own words and propose a solution.

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

(A) identify and use senses as tools of observation; and

(B) make observations using tools including hand lenses, balances, cups, bowls, and computers.

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

(A) describe properties of objects and characteristics of organisms;

(B) observe and identify patterns including seasons, growth, and day and night and predict what happens next; and

(C) recognize and copy patterns seen in charts and graphs.

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

(A) sort organisms and objects into groups according to their parts and describe how the groups are formed;

(B) record observations about parts of plants including leaves, roots, stems, and flowers;

(C) record observations about parts of animals including wings, feet, heads, and tails;

(D) identify parts that, when separated from the whole, may result in the part or the whole not working, such as cars without wheels and plants without roots; and

(E) manipulate parts of objects such as toys, vehicles, or construction sets that, when put together, can do things they cannot do by themselves.

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

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

(B) identify that heat causes change, such as ice melting or the sun warming the air and compare objects according to temperature;

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

(D) observe and record stages in the life cycle of organisms in their natural environment.

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

(A) identify a particular organism or object as living or nonliving; and

(B) group organisms and objects as living or nonliving.

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

(A) identify basic needs of living organisms;

(B) give examples of how living organisms depend on each other; and

(C) identify ways that the Earth can provide resources for life.

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

(A) observe and describe properties of rocks, soil and water; and

(B) give examples of ways that rocks, soil, and water are useful.

§112.3. *Science, Grade 1.*

(a) Introduction.

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

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

(3) Science is a way of learning about the natural world. Students should know how science has built a vast body of changing and increasing knowledge described by physical, mathematical, and

conceptual models, and also should know that science may not answer all questions.

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

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

(b) Knowledge and skills.

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

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

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

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

(A) ask questions about organisms, objects, and events;

(B) plan and conduct simple descriptive investigations;

(C) gather information using simple equipment and tools to extend the senses;

(D) construct reasonable explanations and draw conclusions; and

(E) communicate explanations about investigations.

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

(A) make decisions using information;

(B) discuss and justify the merits of decisions; and

(C) explain a problem in his/her own words and identify a task and solution related to the problem.

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

(A) collect information using tools including hand lenses, clocks, computers, thermometers, and balances;

(B) record and compare collected information; and
(C) measure organisms and objects and parts of organisms and objects, using non-standard units such as paper clips, hands, and pencils.

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

(A) sort objects and events based on properties and patterns; and

(B) identify, predict, and create patterns including those seen in charts, graphs, and numbers.

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

(A) sort organisms and objects according to their parts and characteristics;

(B) observe and describe the parts of plants and animals;

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

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

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

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

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

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

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

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

(A) group living organisms and nonliving objects; and

(B) compare living organisms and nonliving objects.

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

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

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

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

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

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

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

§112.4. *Science, Grade 2.*

(a) Introduction.

(1) In Grade 2, the study of science includes planning and conducting simple classroom and field investigations to help students develop the skills of making measurements using standard and non-standard units, using common tools such as rulers and clocks to collect information, classifying and sequencing objects and events, and identifying patterns. Students also use computers and information technology tools to support their investigations.

(2) As students learn science skills, they identify components and processes of the natural world including the water cycle and the use of resources. They observe melting and evaporation, weathering, and the pushing and pulling of objects as examples of change. In addition, students distinguish between characteristics of living organisms and nonliving objects, compare lifelong needs of plants and animals, understand how living organisms depend on their environments, and identify functions of parts of plants and animals.

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

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

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

(b) Knowledge and skills.

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

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

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

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

- (A) ask questions about organisms, objects, and events;
- (B) plan and conduct simple descriptive investigations;
- (C) compare results of investigations with what students and scientists know about the world;
- (D) gather information using simple equipment and tools to extend the senses;
- (E) construct reasonable explanations and draw conclusions using information and prior knowledge; and
- (F) communicate explanations about investigations.

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

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

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

- (A) collect information using tools including rulers, meter sticks, measuring cups, clocks, hand lenses, computers, thermometers, and balances; and
- (B) measure and compare organisms and objects and parts of organisms and objects, using standard and non-standard units.

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

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

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

- (A) manipulate, predict, and identify parts that, when separated from the whole, may result in the part or the whole not working, such as flashlights without batteries and plants without leaves;
- (B) manipulate, predict, and identify parts that, when put together, can do things they cannot do by themselves, such as a guitar and guitar strings;
- (C) observe and record the functions of plant parts; and
- (D) observe and record the functions of animal parts.

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

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

(B) identify, predict, and test uses of heat to cause change such as melting and evaporation;

(C) demonstrate a change in the motion of an object by giving the object a push or a pull; and

(D) observe, measure, and record changes in weather, the night sky, and seasons.

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

- (A) identify characteristics of living organisms; and
- (B) identify characteristics of nonliving objects.

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

- (A) identify the external characteristics of different kinds of plants and animals that allow their needs to be met; and
- (B) compare and give examples of the ways living organisms depend on each other and on their environments.

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

- (A) describe and illustrate the water cycle; and
- (B) identify uses of natural resources.

§112.5. *Science, Grade 3.*

(a) Introduction.

(1) In Grade 3, the study of science includes planning and implementing simple classroom and field investigations to develop the skills of collecting information using tools such as a microscope, making inferences, communicating conclusions, and making informed decisions. Students also use computers and information technology tools to support scientific investigations.

(2) As students learn science skills, they identify the importance of components of the natural world including rocks, soils, water, and atmospheric gases. They observe the direction and position of objects as they are pushed and pulled, and movement of the Earth's surface as examples of change caused by a force. Students investigate magnetism and gravity. In addition, students explore organisms' needs, habitats, and competition with other organisms within their ecosystem.

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

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

patterns. These patterns help to predict what will happen next and can change over time.

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

(b) Knowledge and skills.

(1) Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:

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

(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:

(A) plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology;

(B) collect information by observing and measuring;

(C) analyze and interpret information to construct reasonable explanations from direct and indirect evidence;

(D) communicate valid conclusions; and

(E) construct simple graphs, tables, maps and charts to organize, examine and evaluate information.

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

(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;

(B) draw inferences based on information related to promotional materials for products and services;

(C) represent the natural world using models and identify their limitations;

(D) evaluate the impact of research on scientific thought, society, and the environment; and

(E) connect Grade 3 science concepts with the history of science and contributions of scientists.

(4) Scientific processes. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:

(A) collect and analyze information using tools including calculators, microscopes, cameras, safety goggles, sound

recorders, clocks, computers, thermometers, hand lenses, meter sticks, rulers, balances, magnets, and compasses; and

(B) demonstrate that repeated investigations may increase the reliability of results.

(5) Science concepts. The student knows that systems exist in the world. The student is expected to:

(A) observe and identify simple systems such as a sprouted seed and a wooden toy car; and

(B) observe a simple system and describe the role of various parts such as a yo-yo and string.

(6) Science concepts. The student knows that forces cause change. The student is expected to:

(A) measure and record changes in the position and direction of the motion of an object to which a force such as a push or pull has been applied; and

(B) identify that the surface of the Earth can be changed by forces such as earthquakes and glaciers.

(7) Science concepts. The student knows that matter has physical properties. The student is expected to:

(A) gather information including temperature, magnetism, hardness, and mass using appropriate tools to identify physical properties of matter; and

(B) identify matter as liquids, solids, and gases.

(8) Science concepts. The student knows that living organisms need food, water, light, air, a way to dispose of waste, and an environment in which to live. The student is expected to:

(A) observe and describe the habitats of organisms within an ecosystem;

(B) observe and identify organisms with similar needs that compete with one another for resources such as oxygen, water, food, or space;

(C) describe environmental changes in which some organisms would thrive, become ill, or perish; and

(D) describe how living organisms modify their physical environment to meet their needs such as beavers building a dam or humans building a home.

(9) Science concepts. The student knows that species have different adaptations that help them survive and reproduce in their environment. The student is expected to:

(A) observe and identify characteristics among species that allow each to survive and reproduce; and

(B) analyze how adaptive characteristics help individuals within a species to survive and reproduce.

(10) Science concepts. The student knows that many likenesses between offspring and parents are inherited from the parents. The student is expected to:

(A) identify some inherited traits of plants; and

(B) identify some inherited traits of animals.

(11) Science concepts. The student knows that the natural world includes earth materials and objects in the sky. The student is expected to:

(A) identify and describe the importance of earth materials including rocks, soil, water, and gases of the atmosphere in the local area and classify them as renewable, nonrenewable, or inexhaustible resources;

(B) identify and record properties of soils such as color and texture, capacity to retain water, and ability to support the growth of plants;

(C) identify the planets in our solar system and their position in relation to the Sun; and

(D) describe the characteristics of the Sun.

§112.6. *Science, Grade 4.*

(a) Introduction.

(1) In Grade 4, the study of science includes planning and implementing field and laboratory investigations using scientific methods, analyzing information, making informed decisions, and using tools such as compasses to collect information. Students also use computers and information technology tools to support scientific investigations.

(2) As students learn science skills, they identify components and processes of the natural world including properties of soil, effects of the oceans on land, and the role of the sun as our major source of energy. In addition, students identify the physical properties of matter and observe the addition or reduction of heat as an example of what can cause changes in states of matter.

(3) Students learn the roles of living and nonliving components of simple systems and investigate differences between learned characteristics and inherited traits. They learn that adaptations of organisms that lived in the past may have increased some species' ability to survive.

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

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

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

(b) Knowledge and skills.

(1) Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:

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

(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:

(A) plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology;

(B) collect information by observing and measuring;

(C) analyze and interpret information to construct reasonable explanations from direct and indirect evidence;

(D) communicate valid conclusions; and

(E) construct simple graphs, tables, maps, and charts to organize, examine, and evaluate information.

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;

(B) draw inferences based on information related to promotional materials for products and services;

(C) represent the natural world using models and identify their limitations;

(D) evaluate the impact of research on scientific thought, society, and the environment; and

(E) connect Grade 4 science concepts with the history of science and contributions of scientists.

(4) Scientific processes. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:

(A) collect and analyze information using tools including calculators, safety goggles, microscopes, cameras, sound recorders, computers, hand lenses, rulers, thermometers, meter sticks, timing devices, balances, and compasses; and

(B) demonstrate that repeated investigations may increase the reliability of results.

(5) Science concepts. The student knows that complex systems may not work if some parts are removed. The student is expected to:

(A) identify and describe the roles of some organisms in living systems such as plants in a schoolyard, and parts in nonliving systems such as a light bulb in a circuit; and

(B) predict and draw conclusions about what happens when part of a system is removed.

(6) Science concepts. The student knows that change can create recognizable patterns. The student is expected to:

(A) identify patterns of change such as in weather, metamorphosis, and objects in the sky;

(B) illustrate that certain characteristics of an object can remain constant even when the object is rotated like a spinning top, translated like a skater moving in a straight line, or reflected on a smooth surface; and

(C) use reflections to verify that a natural object has symmetry.

(7) Science concepts. The student knows that matter has physical properties. The student is expected to:

(A) observe and record changes in the states of matter caused by the addition or reduction of heat; and

(B) conduct tests, compare data, and draw conclusions about physical properties of matter including states of matter, conduction, density, and buoyancy.

(8) Science concepts. The student knows that adaptations may increase the survival of members of a species. The student is expected to:

(A) identify characteristics that allow members within a species to survive and reproduce;

(B) compare adaptive characteristics of various species; and

(C) identify the kinds of species that lived in the past and compare them to existing species.

(9) Science concepts. The student knows that many likenesses between offspring and parents are inherited or learned. The student is expected to:

(A) distinguish between inherited traits and learned characteristics; and

(B) identify and provide examples of inherited traits and learned characteristics.

(10) Science concepts. The student knows that certain past events affect present and future events. The student is expected to:

(A) identify and observe effects of events that require time for changes to be noticeable including growth, erosion, dissolving, weathering, and flow; and

(B) draw conclusions about "what happened before" using fossils or charts and tables.

(11) Science concepts. The student knows that the natural world includes earth materials and objects in the sky. The student is expected to:

(A) test properties of soils including texture, capacity to retain water, and ability to support life;

(B) summarize the effects of the oceans on land; and

(C) identify the Sun as the major source of energy for the Earth and understand its role in the growth of plants, in the creation of winds, and in the water cycle.

§112.7. *Science, Grade 5.*

(a) Introduction.

(1) In Grade 5, the study of science includes planning and implementing field and laboratory investigations using scientific methods, analyzing information, making informed decisions, and using tools such as nets and cameras to collect and record information. Students also use computers and information technology tools to support scientific investigations.

(2) As students learn science skills, they identify structures and functions of Earth systems including the crust, mantle, and core and the effect of weathering on landforms. Students learn that growth, erosion, and dissolving are examples of how some past events have affected present events. Students learn about magnetism, physical states of matter, and conductivity as properties that are used to classify matter. In addition, students learn that light, heat, and electricity are all forms of energy.

(3) Students learn that adaptations can improve the survival of members of a species, and they explore an organism's niche within an ecosystem. Students continue the study of organisms by exploring a variety of traits that are inherited by offspring from their parents and study examples of learned characteristics.

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

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

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

(b) Knowledge and skills.

(1) Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:

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

(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.

(2) Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:

(A) plan and implement descriptive and simple experimental investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology;

(B) collect information by observing and measuring;

(C) analyze and interpret information to construct reasonable explanations from direct and indirect evidence;

(D) communicate valid conclusions; and

(E) construct simple graphs, tables, maps, and charts using tools including computers to organize, examine, and evaluate information.

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;

(B) draw inferences based on information related to promotional materials for products and services;

(C) represent the natural world using models and identify their limitations;

(D) evaluate the impact of research on scientific thought, society, and the environment; and

(E) connect Grade 5 science concepts with the history of science and contributions of scientists.

(4) Scientific processes. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:

(A) collect and analyze information using tools including calculators, microscopes, cameras, sound recorders, computers, hand lenses, rulers, thermometers, compasses, balances, hot plates, meter sticks, timing devices, magnets, collecting nets, and safety goggles; and

(B) demonstrate that repeated investigations may increase the reliability of results.

(5) Science concepts. The student knows that a system is a collection of cycles, structures, and processes that interact. The student is expected to:

(A) describe some cycles, structures, and processes that are found in a simple system; and

(B) describe some interactions that occur in a simple system.

(6) Science concepts. The student knows that some change occurs in cycles. The student is expected to:

(A) identify events and describe changes that occur on a regular basis such as in daily, weekly, lunar, and seasonal cycles;

(B) identify the significance of the water, carbon, and nitrogen cycles; and

(C) describe and compare life cycles of plants and animals.

(7) Science concepts. The student knows that matter has physical properties. The student is expected to:

(A) classify matter based on its physical properties including magnetism, physical state, and the ability to conduct or insulate heat, electricity, and sound;

(B) demonstrate that some mixtures maintain the physical properties of their ingredients;

(C) identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving sugar in water; and

(D) observe and measure characteristic properties of substances that remain constant such as boiling points and melting points.

(8) Science concepts. The student knows that energy occurs in many forms. The student is expected to:

(A) differentiate among forms of energy including light, heat, electrical, and solar energy;

(B) identify and demonstrate everyday examples of how light is reflected, such as from tinted windows, and refracted, such as in cameras, telescopes, and eyeglasses;

(C) demonstrate that electricity can flow in a circuit and can produce heat, light, sound, and magnetic effects; and

(D) verify that vibrating an object can produce sound.

(9) Science concepts. The student knows that adaptations may increase the survival of members of a species. The student is expected to:

(A) compare the adaptive characteristics of species that improve their ability to survive and reproduce in an ecosystem;

(B) analyze and describe adaptive characteristics that result in an organism's unique niche in an ecosystem; and

(C) predict some adaptive characteristics required for survival and reproduction by an organism in an ecosystem.

(10) Science concepts. The student knows that likenesses between offspring and parents can be inherited or learned. The student is expected to:

(A) identify traits that are inherited from parent to offspring in plants and animals; and

(B) give examples of learned characteristics that result from the influence of the environment.

(11) Science concepts. The student knows that certain past events affect present and future events. The student is expected to:

(A) identify and observe actions that require time for changes to be measurable, including growth, erosion, dissolving, weathering, and flow;

(B) draw conclusions about "what happened before" using data such as from tree-growth rings and sedimentary rock sequences; and

(C) identify past events that led to the formation of the Earth's renewable, non-renewable, and inexhaustible resources.

(12) Science concepts. The student knows that the natural world includes earth materials and objects in the sky. The student is expected to:

(A) interpret how land forms are the result of a combination of constructive and destructive forces such as deposition of sediment and weathering;

(B) describe processes responsible for the formation of coal, oil, gas, and minerals;

(C) identify the physical characteristics of the Earth and compare them to the physical characteristics of the moon; and

(D) identify gravity as the force that keeps planets in orbit around the Sun and the moon in orbit around the Earth.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Criss Cloudt

Associate Commissioner, Policy Planning and Research

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For further information, please call: (512) 463-9701



Subchapter B. Middle School

19 TAC §§112.21-112.24

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the foundation curriculum.

§112.21. Implementation of Texas Essential Knowledge and Skills for Science, Middle School.

The provisions of this subchapter shall be implemented by school districts beginning September 1, 1998, and at that time shall supersede §75.28(g) and §75.44 of this title (relating to Science).

§112.22. Science, Grade 6.

(a) Introduction.

(1) In Grade 6, the study of science includes conducting field and laboratory investigations using scientific methods, analyzing data, making informed decisions, and using tools such as beakers, test tubes and spring scales to collect, analyze, and record information. Students also use computers and information technology tools to support scientific investigations.

(2) As students learn science skills, they identify components of the solar system including the sun, planets, moon, and asteroids and learn how seasons and the length of the day are caused by the tilt and rotation of the Earth as it orbits the sun. Students investigate the rock cycle and identify sources of water in a watershed. In addition, students identify changes in objects including position, direction, and speed when acted upon by a force.

(3) Students classify substances by their chemical properties and identify the water cycle and decay of biomass as examples

of the interactions between matter and energy. They identify life processes and the relationships between structure and function of organisms.

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

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

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

(b) Knowledge and skills.

(1) Scientific processes. The student conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

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

(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:

(A) plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting and using equipment and technology;

(B) collect data by observing and measuring;

(C) analyze and interpret information to construct reasonable explanations from direct and indirect evidence;

(D) communicate valid conclusions; and

(E) construct graphs, tables, maps, and charts using tools including computers to organize, examine, and evaluate data.

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;

(B) draw inferences based on data related to promotional materials for products and services;

(C) represent the natural world using models and identify their limitations;

(D) evaluate the impact of research on scientific thought, society, and the environment; and

(E) connect Grade 6 science concepts with the history of science and contributions of scientists.

(4) Scientific processes. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:

(A) collect, analyze, and record information using tools including beakers, petri dishes, meter sticks, graduated cylinders, weather instruments, timing devices, hot plates, test tubes, safety goggles, spring scales, magnets, balances, microscopes, telescopes, thermometers, calculators, field equipment, compasses, computers, and computer probes; and

(B) identify patterns in collected information using percent, average, range, and frequency.

(5) Scientific concepts. The student knows that systems may combine with other systems to form a larger system. The student is expected to:

(A) identify and describe a system that results from the combination of two or more systems such as in the solar system; and

(B) describe how the properties of a system are different from the properties of its parts.

(6) Science concepts. The student knows that there is a relationship between force and motion. The student is expected to:

(A) identify and describe the changes in position, direction of motion, and speed of an object when acted upon by force;

(B) demonstrate that changes in motion can be measured and graphically represented; and

(C) identify forces that shape features of the Earth including uplifting, movement of water, and volcanic activity.

(7) Science concepts. The student knows that substances have physical and chemical properties. The student is expected to:

(A) demonstrate that new substances can be made when two or more substances are chemically combined and compare the properties of the new substances to the original substances; and

(B) classify substances by their physical and chemical properties.

(8) Science concepts. The student knows that complex interactions occur between matter and energy. The student is expected to:

(A) define matter and energy;

(B) explain and illustrate the interactions between matter and energy in the water cycle and in the decay of biomass such as in a compost bin; and

(C) describe energy flow in living systems including food chains and food webs.

(9) Science concepts. The student knows that obtaining, transforming, and distributing energy affects the environment. The student is expected to:

(A) identify energy transformations occurring during the production of energy for human use such as electrical energy to heat energy or heat energy to electrical energy;

(B) compare methods used for transforming energy in devices such as water heaters, cooling systems, or hydroelectric and wind power plants; and

(C) research and describe energy types from their source to their use and determine if the type is renewable, non-renewable, or inexhaustible.

(10) Science concepts. The student knows the relationship between structure and function in living systems. The student is expected to:

(A) differentiate between structure and function;

(B) determine that all organisms are composed of cells that carry on functions to sustain life; and

(C) identify how structure complements function at different levels of organization including organs, organ systems, organisms, and populations.

(11) Science concepts. The student knows that traits of species can change through generations and that the instructions for traits are contained in the genetic material of the organisms. The student is expected to:

(A) identify some changes in traits that can occur over several generations through natural occurrence and selective breeding;

(B) identify cells as structures containing genetic material; and

(C) interpret the role of genes in inheritance.

(12) Science concepts. The student knows that the responses of organisms are caused by internal or external stimuli. The student is expected to:

(A) identify responses in organisms to internal stimuli such as hunger or thirst;

(B) identify responses in organisms to external stimuli such as the presence or absence of heat or light; and

(C) identify components of an ecosystem to which organisms may respond.

(13) Science concepts. The student knows components of our solar system. The student is expected to:

(A) identify characteristics of objects in our solar system including the sun, planets, meteorites, comets, asteroids, and moons; and

(B) describe types of equipment and transportation needed for space travel.

(14) Science concepts. The student knows the structures and functions of Earth systems. The student is expected to:

(A) summarize the rock cycle;

(B) identify relationships between groundwater and surface water in a watershed; and

(C) describe components of the atmosphere, including oxygen, nitrogen, and water vapor, and identify the role of atmospheric movement in weather change.

§112.23. *Science, Grade 7.*

(a) Introduction.

(1) In Grade 7, the study of science includes conducting field and laboratory investigations using scientific methods, critical-thinking, problem-solving, and using tools such as weather instruments and calculators to collect and analyze information to explain a phenomenon. Students also use computers and information technology tools to support scientific investigations.

(2) As students learn science skills, they identify gravity and phases of the moon as components of the solar system and explore the effects of events such as hurricanes on the Earth. Students use pulleys and levers to understand the relationship between force and motion. Students then relate the concept to processes in the human organism such as the movement of blood. In addition, students study chemical and physical properties of substances by examining the tarnishing of metal or burning of wood as examples of chemical processes, and by identifying physical properties used to place elements on the periodic table.

(3) Students learn about kinetic and potential energy and identify photosynthesis as an example of the transformation of radiant energy from the sun into chemical energy for use by plants. Students investigate systems in humans to identify their structures and functions. Student compare asexual and sexual reproduction to illustrate that genetic materials are responsible for both dominant and recessive traits in organisms.

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

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

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

(b) Knowledge and skills.

(1) Scientific processes. The student conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

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

(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:

(A) plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting and using equipment and technology;

(B) collect data by observing and measuring;

(C) organize, analyze, make inferences, and predict trends from direct and indirect evidence;

(D) communicate valid conclusions; and

(E) construct graphs, tables, maps, and charts using tools including computers to organize, examine, and evaluate data.

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;

(B) draw inferences based on data related to promotional materials for products and services;

(C) represent the natural world using models and identify their limitations;

(D) evaluate the impact of research on scientific thought, society, and the environment; and

(F) connect Grade 7 science concepts with the history of science and contributions of scientists.

(4) Scientific processes. The student knows how to use tools and methods to conduct science inquiry. The student is expected to:

(A) collect, analyze, and record information to explain a phenomenon using tools including beakers, petri dishes, meter sticks, graduated cylinders, weather instruments, hot plates, dissecting equipment, test tubes, safety goggles, spring scales, balances, microscopes, telescopes, thermometers, calculators, field equipment, computers, computer probes, timing devices, magnets, and compasses; and

(B) collect and analyze information to recognize patterns such as rates of change.

(5) Scientific concepts. The student knows that an equilibrium of a system may change. The student is expected to:

(A) describe how systems may reach an equilibrium such as when a volcano erupts; and

(B) observe and describe the role of ecological succession in maintaining an equilibrium in an ecosystem.

(6) Science concepts. The student knows that there is a relationship between force and motion. The student is expected to:

(A) demonstrate basic relationships between force and motion using simple machines including pulleys and levers;

(B) demonstrate that an object will remain at rest or move at a constant speed and in a straight line if it is not being subjected to an unbalanced force; and

(C) relate forces to basic processes in living organisms including the flow of blood and the emergence of seedlings.

(7) Science concepts. The student knows that substances have physical and chemical properties. The student is expected to:

(A) identify and demonstrate everyday examples of chemical phenomena such as rusting and tarnishing of metals and burning of wood;

(B) describe physical properties of elements and identify how they are used to position an element on the periodic table; and

(C) recognize that compounds are composed of elements.

(8) Science concepts. The student knows that complex interactions occur between matter and energy. The student is expected to:

(A) illustrate examples of potential and kinetic energy in everyday life such as objects at rest, movement of geologic faults, and falling water; and

(B) identify that radiant energy from the sun is transferred into chemical energy through the process of photosynthesis.

(9) Science concepts. The student knows the relationship between structure and function in living systems. The student is expected to:

(A) identify the systems of the human organism and describe their functions; and

(B) describe how organisms maintain stable internal conditions while living in changing external environments.

(10) Science concepts. The student knows that species can change through generations and that the instructions for traits are contained in the genetic material of the organisms. The student is expected to:

(A) identify that sexual reproduction results in more diverse offspring and asexual reproduction results in more uniform offspring;

(B) compare traits of organisms of different species that enhance their survival and reproduction;

(C) distinguish between dominant and recessive traits and recognize that inherited traits of an individual are contained in genetic material.

(11) Science concepts. The student knows that the responses of organisms are caused by internal or external stimuli. The student is expected to:

(A) analyze changes in organisms such as a fever or vomiting that may result from internal stimuli; and

(B) identify responses in organisms to external stimuli found in the environment such as the presence or absence of light.

(12) Science concepts. The student knows that there is a relationship between organisms and the environment. The student is expected to:

(A) identify components of an ecosystem;

(B) observe and describe how organisms including producers, consumers, and decomposers live together in an environment and use existing resources;

(C) describe how different environments support different varieties of organisms; and

(D) observe and describe the role of ecological succession in ecosystems.

(13) Science concepts. The student knows components of our solar system. The student is expected to:

(A) identify and illustrate how the tilt of the Earth on its axis as it rotates and revolves around the Sun causes changes in seasons and the length of a day; and

(B) relate the Earth's movement and the moon's orbit to the observed cyclical phases of the moon.

(14) Science concepts. The student knows that natural events and human activity can alter Earth systems. The student is expected to:

(A) describe and predict the impact of different catastrophic events on the Earth;

(B) analyze effects of regional erosional deposition and weathering; and

(C) make inferences and draw conclusions about effects of human activity on Earth's renewable, non-renewable, and inexhaustible resources.

§112.24. *Science, Grade 8.*

(a) Introduction.

(1) In Grade 8, the study of science includes planning and conducting field and laboratory investigations using scientific methods, analyzing data, critical-thinking, scientific problem-solving, and using tools such as telescopes to collect and analyze information. Students also use computers and information technology tools to support scientific investigations.

(2) As students learn science skills, they identify the roles of both human activities and natural events in altering Earth systems. Students learn that stars and galaxies are part of the universe, identify light years as a way to describe distance, and learn about scientific theories of the origin of the universe. Cycles within Earth systems are studied as students learn about lunar cycles and the rock cycle.

(3) Students examine information on the periodic table to recognize that elements are grouped into families. In addition, students demonstrate that exothermic and endothermic chemical reactions indicate that energy is lost or gained during a chemical reaction. Interactions in matter and energy are explored in solar, weather, and ocean systems. Students identify the origin of waves and investigate their ability to travel through different media.

(4) Students predict possible outcomes that result from different genetic combinations and explore the extinction of some species.

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

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

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

(b) Knowledge and skills.

(1) Scientific processes. The student conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

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

(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:

(A) plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting and using equipment and technology;

(B) collect data by observing and measuring;

(C) organize, analyze, evaluate, make inferences, and predict trends from direct and indirect evidence;

(D) communicate valid conclusions; and

(E) construct graphs, tables, maps, and charts using tools including computers to organize, examine, and evaluate data.

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;

(B) draw inferences based on data related to promotional materials for products and services;

(C) represent the natural world using models and identify their limitations;

(D) evaluate the impact of research on scientific thought, society, and the environment; and

(E) connect Grade 8 science concepts with the history of science and contributions of scientists.

(4) Scientific processes. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:

(A) collect, record, and analyze information using tools including beakers, petri dishes, meter sticks, graduated cylinders, weather instruments, hot plates, dissecting equipment, test tubes, safety goggles, spring scales, balances, microscopes, telescopes, thermometers, calculators, field equipment, computers, computer probes, water test kits, and timing devices; and

(B) extrapolate from collected information to make predictions.

(5) Scientific processes. The student knows that relationships exist between science and technology. The student is expected to:

(A) identify a design problem and propose a solution;

(B) design and test a model to solve the problem; and

(C) evaluate the model and make recommendations for improving the model.

(6) Science concepts. The student knows that interdependence occurs among living systems. The student is expected to:

(A) describe interactions among systems in the human organism;

(B) identify feedback mechanisms that maintain equilibrium of systems such as body temperature, turgor pressure, and chemical reactions; and

(C) describe interactions within ecosystems.

(7) Science concepts. The student knows that there is a relationship between force and motion. The student is expected to:

(A) demonstrate how unbalanced forces cause changes in the speed or direction of an object's motion; and

(B) recognize that waves are generated and can travel through different media.

(8) Science concepts. The student knows that matter is composed of atoms. The student is expected to:

(A) describe the structure and parts of an atom; and

(B) identify the properties of an atom including mass and electrical charge.

(9) Science concepts. The student knows that substances have chemical and physical properties. The student is expected to:

(A) demonstrate that substances may react chemically to form new substances;

(B) interpret information on the periodic table to understand that physical properties are used to group elements;

(C) recognize the importance of formulas and equations to express what happens in a chemical reaction; and

(D) identify that physical and chemical properties influence the development and application of everyday materials such as cooking surfaces, insulation, adhesives, and plastics.

(10) Science concepts. The student knows that complex interactions occur between matter and energy. The student is expected to:

(A) illustrate interactions between matter and energy including specific heat;

(B) describe interactions among solar, weather, and ocean systems; and

(C) identify and demonstrate that loss or gain of heat energy occurs during exothermic and endothermic chemical reactions.

(11) Science concepts. The student knows that traits of species can change through generations and that the instructions for traits are contained in the genetic material of the organisms. The student is expected to:

(A) identify that change in environmental conditions can affect the survival of individuals and of species;

(B) distinguish between inherited traits and other characteristics that result from interactions with the environment; and

(C) make predictions about possible outcomes of various genetic combinations of inherited characteristics.

(12) Science concepts. The student knows that cycles exist in Earth systems. The student is expected to:

(A) analyze and predict the sequence of events in the lunar and rock cycles;

(B) relate the role of oceans to climatic changes; and

(C) predict the results of modifying the Earth's nitrogen, water, and carbon cycles.

(13) Science concepts. The student knows characteristics of the universe. The student is expected to:

(A) describe characteristics of the universe such as stars and galaxies;

(B) explain the use of light years to describe distances in the universe; and

(C) research and describe historical scientific theories of the origin of the universe.

(14) Science concepts. The student knows that natural events and human activities can alter Earth systems. The student is expected to:

(A) predict land features resulting from gradual changes such as mountain building, beach erosion, land subsidence, and continental drift;

(B) analyze how natural or human events may have contributed to the extinction of some species; and

(C) describe how human activities have modified soil, water, and air quality.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Criss Cloudt

Associate Commissioner, Policy Planning and Research
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Subchapter C. High School

19 TAC §§112.41-112.49

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the foundation curriculum.

§112.41. Implementation of Texas Essential Knowledge and Skills for Science, High School.

The provisions of this subchapter shall be implemented by school districts beginning September 1, 1998, and at that time shall supersede §75.64 of this title (relating to Science).

§112.42. Integrated Physics and Chemistry.

(a) General requirements. Students shall be awarded one credit for successful completion of this course. Prerequisites: none. This course is recommended for students in Grades 9 or 10.

(b) Introduction.

(1) In Integrated Physics and Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. This course integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry.

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

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

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

(c) Knowledge and skills.

(1) Scientific processes. The student, for at least 40% of instructional time, conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

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

(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.

(2) Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:

(A) plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology;

(B) collect data and make measurements with precision;

(C) organize, analyze, evaluate, make inferences, and predict trends from data; and

(D) communicate valid conclusions.

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;

(B) draw inferences based on data related to promotional materials for products and services;

(C) evaluate the impact of research on scientific thought, society, and the environment;

(D) describe connections between physics and chemistry, and future careers; and

(E) research and describe the history of physics, chemistry, and contributions of scientists.

(4) Science concepts. The student knows concepts of force and motion evident in everyday life. The student is expected to:

(A) calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines;

(B) investigate and describe applications of Newton's laws such as in vehicle restraints, sports activities, geological processes, and satellite orbits;

(C) analyze the effects caused by changing force or distance in simple machines as demonstrated in household devices, the human body, and vehicles; and

(D) investigate and demonstrate mechanical advantage and efficiency of various machines such as levers, motors, wheels and axles, pulleys, and ramps.

(5) Science concepts. The student knows the effects of waves on everyday life. The student is expected to:

(A) demonstrate wave types and their characteristics through a variety of activities such as modeling with ropes and coils, activating tuning forks, and interpreting data on seismic waves;

(B) demonstrate wave interactions including interference, polarization, reflection, refraction, and resonance within various materials;

(C) identify uses of electromagnetic waves in various technological applications such as fiber optics, optical scanners, and microwaves; and

(D) demonstrate the application of acoustic principles such as in echolocation, musical instruments, noise pollution, and sonograms.

(6) Science concepts. The student knows the impact of energy transformations in everyday life. The student is expected to:

(A) describe the law of conservation of energy;

(B) investigate and demonstrate the movement of heat through solids, liquids, and gases by convection, conduction, and radiation;

(C) analyze the efficiency of energy conversions that are responsible for the production of electricity such as from radiant, nuclear, and geothermal sources, fossil fuels such as coal, gas, oil, and the movement of water or wind;

(D) investigate and compare economic and environmental impacts of using various energy sources such as rechargeable or disposable batteries and solar cells;

(E) measure the thermal and electrical conductivity of various materials and explain results;

(F) investigate and compare series and parallel circuits;

(G) analyze the relationship between an electric current and the strength of its magnetic field using simple electromagnets; and

(H) analyze the effects of heating and cooling processes in systems such as weather, living, and mechanical.

(7) Science concepts. The student knows relationships exist between properties of matter and its components. The student is expected to:

(A) investigate and identify properties of fluids including density, viscosity, and buoyancy;

(B) research and describe the historical development of the atomic theory;

(C) identify constituents of various materials or objects such as metal salts, light sources, fireworks displays, and stars using spectral-analysis techniques;

(D) relate the chemical behavior of an element including bonding, to its placement on the periodic table; and

(E) classify samples of matter from everyday life as being elements, compounds, or mixtures.

(8) Science concepts. The student knows that changes in matter affect everyday life. The student is expected to:

(A) distinguish between physical and chemical changes in matter such as oxidation, digestion, changes in states, and stages in the rock cycle;

(B) analyze energy changes that accompany chemical reactions such as those occurring in heat packs, cold packs, and glow sticks to classify them as endergonic or exergonic reactions;

(C) investigate and identify the law of conservation of mass;

(D) describe types of nuclear reactions such as fission and fusion and their roles in applications such as medicine and energy production; and

(E) research and describe the environmental and economic impact of the end-products of chemical reactions.

(9) Science concepts. The student knows how solution chemistry is a part of everyday life. The student is expected to:

(A) relate the structure of water to its function as the universal solvent;

(B) relate the concentration of ions in a solution to physical and chemical properties such as pH, electrolytic behavior, and reactivity;

(C) simulate the effects of acid rain on soil, buildings, statues, or microorganisms;

(D) demonstrate how various factors influence solubility including temperature, pressure, and nature of the solute and solvent; and

(E) demonstrate how factors such as particle size, influence the rate of dissolving.

§112.43. *Biology.*

(a) General requirements. Students shall be awarded one credit for successful completion of this course. Prerequisites: none. This course is recommended for students in Grades 9, 10, or 11.

(b) Introduction.

(1) In Biology, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment.

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

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

patterns. These patterns help to predict what will happen next and can change over time.

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

(c) Knowledge and skills.

(1) Scientific processes. The student, for at least 40% of instructional time, conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

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

(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.

(2) Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:

(A) plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology;

(B) collect data and make measurements with precision;

(C) organize, analyze, evaluate, make inferences, and predict trends from data; and

(D) communicate valid conclusions.

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;

(B) evaluate promotional claims that relate to biological issues such as product labeling and advertisements;

(C) evaluate the impact of research on scientific thought, society, and the environment;

(D) describe the connection between biology and future careers;

(E) evaluate models according to their adequacy in representing biological objects or events; and

(F) research and describe the history of biology and contributions of scientists.

(4) Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:

(A) identify the parts of prokaryotic and eukaryotic cells;

(B) investigate and identify cellular processes including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, and synthesis of new molecules;

(C) compare the structure and functions of viruses to cells and describe the role of viruses in causing diseases and conditions such as acquired immune deficiency syndrome, common colds, smallpox, influenza, and warts; and

(D) identify and describe the role of bacteria in maintaining health such as in digestion and in causing diseases such as in streptococcus infections and diphtheria.

(5) Science concepts. The student knows how an organism grows and how specialized cells, tissues, and organs develop. The student is expected to:

(A) compare cells from different parts of plants and animals including roots, stems, leaves, epithelia, muscles, and bones to show specialization of structure and function;

(B) identify cell differentiation in the development of organisms; and

(C) sequence the levels of organization in multicellular organisms to relate the parts to each other and to the whole.

(6) Science concepts. The student knows the structures and functions of nucleic acids in the mechanisms of genetics. The student is expected to:

(A) describe components of deoxyribonucleic acid (DNA), and illustrate how information for specifying the traits of an organism is carried in the DNA;

(B) explain replication, transcription, and translation using models of DNA and ribonucleic acid (RNA);

(C) identify and illustrate how changes in DNA cause mutations and evaluate the significance of these changes;

(D) compare genetic variations observed in plants and animals;

(E) compare the processes of mitosis and meiosis and their significance to sexual and asexual reproduction; and

(F) identify and analyze karyotypes.

(7) Science concepts. The student knows the theory of biological evolution. The student is expected to:

(A) identify evidence of change in species using fossils, DNA sequences, anatomical similarities, physiological similarities, and embryology; and

(B) illustrate the results of natural selection in speciation, diversity, phylogeny, adaptation, behavior, and extinction.

(8) Science concepts. The student knows applications of taxonomy and can identify its limitations. The student is expected to:

(A) collect and classify organisms at several taxonomic levels such as species, phylum, and kingdom using dichotomous keys;

(B) analyze relationships among organisms and develop a model of a hierarchical classification system based on similarities and differences using taxonomic nomenclature; and

(C) identify characteristics of kingdoms including monerans, protists, fungi, plants, and animals.

(9) Science concepts. The student knows metabolic processes and energy transfers that occur in living organisms. The student is expected to:

(A) compare the structures and functions of different types of biomolecules such as carbohydrates, lipids, proteins, and nucleic acids;

(B) compare the energy flow in photosynthesis to the energy flow in cellular respiration;

(C) investigate and identify the effects of enzymes on food molecules; and

(D) analyze the flow of matter and energy through different trophic levels and between organisms and the physical environment.

(10) Science concepts. The student knows that, at all levels of nature, living systems are found within other living systems, each with its own boundary and limits. The student is expected to:

(A) interpret the functions of systems in organisms including circulatory, digestive, nervous, endocrine, reproductive, integumentary, skeletal, respiratory, muscular, excretory, and immune;

(B) compare the interrelationships of organ systems to each other and to the body as a whole; and

(C) analyze and identify characteristics of plant systems and subsystems.

(11) Science concepts. The student knows that organisms maintain homeostasis. The student is expected to:

(A) identify and describe the relationships between internal feedback mechanisms in the maintenance of homeostasis;

(B) investigate and identify how organisms, including humans, respond to external stimuli;

(C) analyze the importance of nutrition, environmental conditions, and physical exercise on health; and

(D) summarize the role of microorganisms in maintaining and disrupting equilibrium including diseases in plants and animals and decay in an ecosystem.

(12) Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:

(A) analyze the flow of energy through various cycles including the carbon, oxygen, nitrogen, and water cycles;

(B) interpret interactions among organisms exhibiting predation, parasitism, commensalism, and mutualism;

(C) compare variations, tolerances, and adaptations of plants and animals in different biomes;

(D) identify and illustrate that long-term survival of species is dependent on a resource base that may be limited; and

(E) investigate and explain the interactions in an ecosystem including food chains, food webs, and food pyramids.

(13) Science concepts. The student knows the significance of plants in the environment. The student is expected to:

(A) evaluate the significance of structural and physiological adaptations of plants to their environments; and

(B) survey and identify methods of reproduction, growth, and development of various types of plants.

§112.44. *Environmental Systems.*

(a) General requirements. Students shall be awarded one credit for successful completion of this course. Suggested prerequisite: one unit of high school science. This course is recommended for students in Grades 10, 11, or 12.

(b) Introduction.

(1) In Environmental Systems, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in study a variety of topics that include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationship between carrying capacity and changes in populations and ecosystems; and changes in environments.

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

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

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

(c) Knowledge and skills.

(1) Scientific processes. The student, for at least 40% of instructional time, conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

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

(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.

(2) Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:

(A) plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology;

(B) collect data and make measurements with precision;

(C) organize, analyze, evaluate, make inferences, and predict trends from data; and

(D) communicate valid conclusions.

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;

(B) make responsible choices in selecting everyday products and services using scientific information;

(C) evaluate the impact of research on scientific thought, society, and the environment;

(D) describe the connection between environmental science and future careers; and

(E) research and describe the history of environmental science and contributions of scientists.

(4) Science concepts. The student knows the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes. The student is expected to:

(A) identify indigenous plants and animals, assess their role within an ecosystem, and compare them to plants and animals in other ecosystems and biomes;

(B) make observations and compile data about fluctuations in abiotic cycles and evaluate the effects of abiotic factors on local ecosystems and biomes;

(C) evaluate the impact of human activity such as methods of pest control, hydroponics, organic gardening, or farming on ecosystems;

(D) predict how the introduction, removal, or reintroduction of an organism may alter the food chain and affect existing populations; and

(E) predict changes that may occur in an ecosystem if biodiversity is increased or reduced.

(5) Science concepts. The student knows the interrelationships among the resources within the local environmental system. The student is expected to:

(A) summarize methods of land use and management;

(B) identify source, use, quality, and conservation of water;

(C) document the use and conservation of both renewable and non-renewable resources;

(D) identify renewable and non-renewable resources that must come from outside an ecosystem such as food, water, lumber, and energy;

(E) analyze and evaluate the economic significance and interdependence of components of the environmental system; and

(F) evaluate the impact of human activity and technology on land fertility and aquatic viability.

(6) Science concepts. The student knows the sources and flow of energy through an environmental system. The student is expected to:

(A) summarize forms and sources of energy;

(B) explain the flow of energy in an ecosystem;

(C) investigate and explain the effects of energy transformations within an ecosystem; and

(D) investigate and identify energy interactions in an ecosystem.

(7) Science concepts. The student knows the relationship between carrying capacity and changes in populations and ecosystems. The student is expected to:

(A) relate carrying capacity to population dynamics;

(B) calculate exponential growth of populations;

(C) evaluate the depletion of non-renewable resources and propose alternatives; and

(D) analyze and make predictions about the impact on populations of geographic locales, natural events, diseases, and birth and death rates.

(8) Science concepts. The student knows that environments change. The student is expected to:

(A) analyze and describe the effects on environments of events such as fires, hurricanes, deforestation, mining, population growth, and municipal development;

(B) explain how regional changes in the environment may have a global effect;

(C) describe how communities have restored an ecosystem; and

(D) examine and describe a habitat restoration or protection program.

§112.45. Chemistry.

(a) General requirements. Students shall be awarded one credit for successful completion of this course. Suggested prerequisites: one unit of high school science, Algebra I, and completion of or concurrent enrollment in a second year of math. This course is recommended for students in Grades 10, 11, or 12.

(b) Introduction.

(1) In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bond-

ing; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives.

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

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

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

(c) Knowledge and skills.

(1) Scientific processes. The student, for at least 40% of instructional time, conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

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

(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.

(2) Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:

(A) plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology;

(B) collect data and make measurements with precision;

(C) express and manipulate chemical quantities using scientific conventions and mathematical procedures such as dimensional analysis, scientific notation, and significant figures;

(D) organize, analyze, evaluate, make inferences, and predict trends from data; and

(E) communicate valid conclusions.

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;

(B) make responsible choices in selecting everyday products and services using scientific information;

(C) evaluate the impact of research on scientific thought, society, and the environment;

(D) describe the connection between chemistry and future careers; and

(E) research and describe the history of chemistry and contributions of scientists.

(4) Science concepts. The student knows the characteristics of matter. The student is expected to:

(A) differentiate between physical and chemical properties of matter;

(B) analyze examples of solids, liquids, and gases to determine their compressibility, structure, motion of particles, shape, and volume;

(C) investigate and identify properties of mixtures and pure substances; and

(D) describe the physical and chemical characteristics of an element using the periodic table and make inferences about its chemical behavior.

(5) Science concepts. The student knows that energy transformations occur during physical or chemical changes in matter. The student is expected to:

(A) identify changes in matter, determine the nature of the change, and examine the forms of energy involved;

(B) identify and measure energy transformations and exchanges involved in chemical reactions; and

(C) measure the effects of the gain or loss of heat energy on the properties of solids, liquids, and gases.

(6) Science concepts. The student knows that atomic structure is determined by nuclear composition, allowable electron cloud, and subatomic particles. The student is expected to:

(A) describe the existence and properties of subatomic particles;

(B) analyze stable and unstable isotopes of an element to determine the relationship between the isotope's stability and its application; and

(C) summarize the historical development of the periodic table to understand the concept of periodicity.

(7) Science concepts. The student knows the variables that influence the behavior of gases. The student is expected to:

(A) describe interrelationships among temperature, particle number, pressure, and volume of gases contained within a closed system; and

(B) illustrate the data obtained from investigations with gases in a closed system and determine if the data are consistent with Universal Gas Laws.

(8) Science concepts. The student knows how atoms form bonds to acquire a stable arrangement of electrons. The student is expected to:

(A) identify characteristics of atoms involved in chemical bonding;

(B) investigate and compare the physical and chemical properties of ionic and covalent compounds;

(C) compare the arrangement of atoms in molecules, ionic crystals, polymers, and metallic substances; and

(D) describe the influence of intermolecular forces on the physical and chemical properties of covalent compounds.

(9) Science concepts. The student knows the processes, effects, and significance of nuclear fission and nuclear fusion. The student is expected to:

(A) compare fission and fusion reactions in terms of the masses of the reactants and products and the amount of energy released in the nuclear reactions;

(B) investigate radioactive elements to determine half-life;

(C) evaluate the commercial use of nuclear energy and medical uses of radioisotopes; and

(D) evaluate environmental issues associated with the storage, containment, and disposal of nuclear wastes.

(10) Science concepts. The student knows common oxidation-reduction reactions. The student is expected to:

(A) identify oxidation-reduction processes; and

(B) demonstrate and document the effects of a corrosion process and evaluate the importance of electroplating metals.

(11) Science concepts. The student knows that balanced chemical equations are used to interpret and describe the interactions of matter. The student is expected to:

(A) identify common elements and compounds using scientific nomenclature;

(B) demonstrate the use of symbols, formulas, and equations in describing interactions of matter such as chemical and nuclear reactions; and

(C) explain and balance chemical and nuclear equations using number of atoms, masses, and charge.

(12) Science concepts. The student knows the factors that influence the solubility of solutes in a solvent. The student is expected to:

(A) demonstrate and explain effects of temperature and the nature of solid solutes on the solubility of solids;

(B) develop general rules for solubility through investigations with aqueous solutions; and

(C) evaluate the significance of water as a solvent in living organisms and in the environment.

(13) Science concepts. The student knows the relationships among the concentration, electrical conductivity, and colligative properties of a solution. The student is expected to:

(A) compare unsaturated, saturated, and supersaturated solutions;

(B) interpret relationships among ionic and covalent compounds, electrical conductivity, and colligative properties of water; and

(C) measure and compare the rates of reaction of a solid reactant in solutions of varying concentration.

(14) Science concepts. The student knows the properties and behavior of acids and bases. The student is expected to:

(A) analyze and measure common household products using a variety of indicators to classify the products as acids or bases;

(B) demonstrate the electrical conductivity of acids and bases;

(C) identify the characteristics of a neutralization reaction; and

(D) describe effects of acids and bases on an ecological system.

(15) Science concepts. The student knows factors involved in chemical reactions. The student is expected to:

(A) verify the law of conservation of energy by evaluating the energy exchange that occurs as a consequence of a chemical reaction; and

(B) relate the rate of a chemical reaction to temperature, concentration, surface area, and presence of a catalyst.

§112.46. *Aquatic Science.*

(a) General requirements. Students shall be awarded one credit for successful completion of this course. Suggested prerequisite: one unit of high school science. This course is recommended for students in Grades 10, 11, or 12.

(b) Introduction.

(1) In Aquatic Science, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of aquatic organisms; changes within aquatic environments; geological phenomena and fluid dynamics effects; and origin and use of water in a watershed.

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

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

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

(c) Knowledge and skills.

(1) Scientific processes. The student, for at least 40% of instructional time, conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

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

(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.

(2) Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:

(A) plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology;

(B) collect data and make measurements with precision;

(C) express and manipulate quantities using mathematical procedures such as dimensional analysis, scientific notation, and significant figures;

(D) organize, analyze, evaluate, make inferences, and predict trends from data; and

(E) communicate valid conclusions.

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;

(B) make responsible choices in selecting everyday products and services using scientific information;

(C) evaluate the impact of research on scientific thought, society, and the environment;

(D) describe the connection between aquatic science and future careers; and

(E) research and describe the history of aquatic science and contributions of scientists.

(4) Science concepts. The student knows the components of aquatic ecosystems. The student is expected to:

(A) differentiate among freshwater, brackish, and saltwater ecosystems;

(B) research and identify biological, chemical, geological, and physical components of an aquatic ecosystem; and

(C) collect and analyze baseline quantitative data such as pH, salinity, temperature, mineral content, nitrogen compounds, and turbidity from an aquatic environment.

(5) Science concepts. The student knows the relationships within and among the aquatic habitats and ecosystems in an aquatic environment. The student is expected to:

(A) observe and compile data over a period of time from an established aquatic habitat documenting seasonal changes and the behavior of organisms;

(B) observe and evaluate patterns and interrelationships among producers, consumers, and decomposers in an aquatic ecosystem;

(C) identify the interdependence of organisms in an aquatic environment such as a pond, river, lake, ocean, or aquifer, and the biosphere; and

(D) evaluate trends in data to determine the factors that impact aquatic ecosystems.

(6) Science concepts. The student knows the roles of cycles in an aquatic environment. The student is expected to:

(A) identify the role of various cycles such as carbon, nitrogen, water, and nutrients in an aquatic environment;

(B) interpret the role of aquatic systems in climate and weather; and

(C) collect and evaluate global environmental data using technology.

(7) Science concepts. The student knows environmental adaptations of aquatic organisms. The student is expected to:

(A) classify different aquatic organisms using dichotomous keys;

(B) compare and describe how adaptations allow an organism to exist within an aquatic environment;

(C) predict adaptations of an organism prompted by environmental changes; and

(D) compare differences in adaptations of aquatic organisms to fresh water and marine environments.

(8) Science concepts. The student knows that aquatic environments change. The student is expected to:

(A) predict effects of chemical, organic, physical, and thermal changes on the living and nonliving components of an aquatic ecosystem;

(B) analyze the cumulative impact of natural and human influence on an aquatic system;

(C) identify and describe a local or global issue affecting an aquatic system; and

(D) analyze and discuss human influences on an aquatic environment including fishing, transportation, and recreation.

(9) Science concepts. The student knows that geological phenomena and fluid dynamics affect aquatic systems. The student is expected to:

(A) demonstrate the principles of fluid dynamics including Archimedes' and Bernoulli's Principles and hydrostatic pressure;

(B) identify interrelationships of plate tectonics, ocean currents, climates, and biomes; and

(C) research and describe fluid dynamics in an upwelling.

(10) Science concepts. The student knows the origin and use of water in a watershed. The student is expected to:

(A) identify sources and determine the amounts of water in a watershed including groundwater and surface water;

(B) research and identify the types of uses and volumes of water used in a watershed; and

(C) identify water quantity and quality in a local watershed.

§112.47. *Physics.*

(a) General requirements. Students shall be awarded one credit for successful completion of this course. Suggested prerequisites: one unit of high school science, Algebra I, and completion of or concurrent enrollment in a second year of mathematics. This course is recommended for students in Grades 10, 11 or 12.

(b) Introduction.

(1) In Physics, students conduct field and laboratory investigations, use scientific methods during investigations and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills.

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

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

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

(c) Knowledge and skills.

(1) Scientific processes. The student, for at least 40% of instructional time, conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

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

(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.

(2) Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:

(A) plan and implement experimental procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology;

(B) make quantitative observations and measurements with precision;

(C) organize, analyze, evaluate, make inferences, and predict trends from data;

(D) communicate valid conclusions;

(E) graph data to observe and identify relationships between variables; and

(F) read the scale on scientific instruments with precision.

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;

(B) express laws symbolically and employ mathematical procedures including vector addition and right-triangle geometry to solve physical problems;

(C) evaluate the impact of research on scientific thought, society, and the environment;

(D) describe the connection between physics and future careers; and

(E) research and describe the history of physics and contributions of scientists.

(4) Science concepts. The student knows the laws governing motion. The student is expected to:

(A) generate and interpret graphs describing motion including the use of real-time technology;

(B) analyze examples of uniform and accelerated motion including linear, projectile, and circular;

(C) demonstrate the effects of forces on the motion of objects;

(D) develop and interpret a free-body diagram for force analysis; and

(E) identify and describe motion relative to different frames of reference.

(5) Science concepts. The student knows that changes occur within a physical system and recognizes that energy and momentum are conserved. The student is expected to:

(A) interpret evidence for the work-energy theorem;

(B) observe and describe examples of kinetic and potential energy and their transformations;

(C) calculate the mechanical energy and momentum in a physical system such as billiards, cars, and trains; and

(D) demonstrate the conservation of energy and momentum.

(6) Science concepts. The student knows forces in nature. The student is expected to:

(A) identify the influence of mass and distance on gravitational forces;

(B) research and describe the historical development of the concepts of gravitational, electrical, and magnetic force;

(C) identify and analyze the influences of charge and distance on electric forces;

(D) demonstrate the relationship between electricity and magnetism;

(E) design and analyze electric circuits; and

(F) identify examples of electrical and magnetic forces in everyday life.

(7) Science concepts. The student knows the laws of thermodynamics. The student is expected to:

(A) analyze and explain everyday examples that illustrate the laws of thermodynamics; and

(B) evaluate different methods of heat energy transfer that result in an increasing amount of disorder.

(8) Science concepts. The student knows the characteristics and behavior of waves. The student is expected to:

(A) examine and describe a variety of waves propagated in various types of media and describe wave characteristics such as velocity, frequency, amplitude, and behaviors such as reflection, refraction, and interference;

(B) identify the characteristics and behaviors of sound and electromagnetic waves; and

(C) interpret the role of wave characteristics and behaviors found in medicinal and industrial applications.

(9) Science concepts. The student knows simple examples of quantum physics. The student is expected to:

(A) describe the photoelectric effect; and

(B) explain the line spectra from different gas-discharge tubes.

§112.48. *Astronomy.*

(a) General requirements. Students shall be awarded one credit for successful completion of this course. Suggested prerequisite: one unit of high school science. This course is recommended for students in Grades 11 or 12.

(b) Introduction.

(1) In Astronomy, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: information about the universe; scientific theories of the evolution of the universe; characteristics and the life cycle of stars; exploration of the universe; role of the sun in our solar system; planets; and the orientation and placement of the Earth.

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

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

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

(c) Knowledge and skills.

(1) Scientific processes. The student, for at least 40% of instructional time, conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

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

(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.

(2) Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:

(A) plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology;

(B) collect data and make measurements with precision;

(C) organize, analyze, evaluate, make inferences, and predict trends from data; and

(D) communicate valid conclusions.

(3) Scientific processes. The student uses critical thinking and scientific problem solving skills to make informed decisions. The student is expected to:

(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;

(B) draw inferences based on data related to promotional materials for products and services;

(C) evaluate the impact of research on scientific thought, society, and the environment;

(D) describe the connection between astronomy and future careers; and

(E) research and describe the history of astronomy and contributions of scientists.

(4) Science concepts. The student knows scientific information about the universe. The student is expected to:

(A) observe and record data about lunar phases and uses that information to model the Earth, moon, and sun system; and

(B) describe characteristics of galaxies.

(5) Science concepts. The student knows the scientific theories of the evolution of the universe. The student is expected to:

(A) research and analyze scientific empirical data on the estimated age of the universe;

(B) research and describe the historical development of the Big Bang Theory; and

(C) interpret data concerning the formation of galaxies and our solar system.

(6) Science concepts. The student knows the characteristics and the life cycle of stars. The student is expected to:

(A) describe nuclear reactions in stars;

(B) identify the characteristics of stars such as temperature, age, relative size, composition, and radial velocity using spectral analysis; and

(C) identify the stages in the life cycle of stars by examining the Hertzsprung-Russell diagram.

(7) Science concepts. The student knows how mathematical models, computer simulations, and exploration can be used to study the universe. The student is expected to:

(A) demonstrate the use of units of measurement in astronomy such as light year and Astronomical Units;

(B) research and describe the historical development of the laws of universal gravitation and planetary motion and the theory of special relativity;

(C) analyze a model that simulates planetary motion and universal gravitation;

(D) identify the historical origins of the perceived patterns of constellations and their role in ancient and modern navigation; and

(E) analyze the impact of the space program on the collection of data about the Earth and the universe.

(8) Science concepts. The student knows the role of the sun in our solar system. The student is expected to:

(A) identify the approximate mass, size, motion, temperature, structure, and composition of the sun;

(B) identify the source of energy within the sun and explain that the sun is the major source of energy for the Earth; and

(C) describe the sun's effects on the Earth.

(9) Science concepts. The student knows that planets of different size, composition, and surface features orbit around the sun. The student is expected to:

(A) observe the night-time sky to determine movement of the planets relative to stars;

(B) compare the planets in terms of orbit, size, composition, rotation, atmosphere, moons, and geologic activity;

(C) identify objects, other than planets, that orbit the sun; and

(D) relate the role of gravitation to the motion of the planets around the sun and to the motion of moons and satellites around the planets.

(10) Science concepts. The student knows how life on Earth is affected by its unique placement and orientation in our solar system. The student is expected to:

(A) compare the factors essential to life on Earth such as temperature, water, mass, and gases to conditions on other planets;

(B) determine the effects of the Earth's rotation, revolution, and tilt on its environment; and

(C) identify the effects of the moon on tides.

§112.49. *Geology, Meteorology, and Oceanography.*

(a) General requirements. Students shall be awarded one credit for successful completion of this course. Suggested prerequisite: one unit of high school science. This course is recommended for students in Grades 11 or 12.

(b) Introduction.

(1) In Geology, Meteorology, Oceanography, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics and conditions of the Earth; formation and history of the Earth; plate tectonics; origin and composition of minerals and rocks and the rock cycle; processes and products of weathering; natural energy resources; interactions in a watershed; characteristics of oceans; characteristics of the atmosphere; and the role of energy in weather and climate.

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

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

patterns. These patterns help to predict what will happen next and can change over time.

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

(c) Knowledge and skills.

(1) Scientific processes. The student, for at least 40% of instructional time, conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

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

(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.

(2) Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:

(A) plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology;

(B) collect data and make measurements with precision;

(C) organize, analyze, evaluate, make inferences, and predict trends from data; and

(D) communicate valid conclusions.

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;

(B) draw inferences based on data related to promotional materials for products and services;

(C) evaluate the impact of research on scientific thought, society, and the environment;

(D) describe the connections between geology, meteorology, oceanography, and future careers; and

(E) research and describe the history of geology, meteorology, oceanography, and contributions of scientists.

(4) Science concepts. The student knows the Earth's unique characteristics and conditions. The student is expected to:

(A) research and describe the Earth's unique placement in the solar system; and

(B) analyze conditions on Earth that enable organisms to survive.

(5) Science concepts. The student knows about the formation and history of the Earth. The student is expected to:

(A) research and describe the historical development of scientific theories of the Earth's formation; and

(B) use current theories to design and construct a geologic time scale.

(6) Science concepts. The student knows the processes of plate tectonics. The student is expected to:

(A) research and describe the historical development of the theories of plate tectonics including continental drift and sea-floor spreading;

(B) analyze the processes that power the movement of the Earth's continental and oceanic plates and identify the effects of this movement including faulting, folding, earthquakes, and volcanic activity; and

(C) analyze methods of tracking continental and oceanic plate movement.

(7) Science concepts. The student knows the origin and composition of minerals and rocks and the significance of the rock cycle. The student is expected to:

(A) demonstrate the density, hardness, streak, and cleavage of particular minerals;

(B) identify common minerals and describe their economic significance;

(C) classify rocks according to how they are formed during a rock cycle; and

(D) examine and describe conditions such as depth of formation, rate of cooling, and mineral composition that are factors in the formation of rock types.

(8) Science concepts. The student knows the processes and end products of weathering. The student is expected to:

(A) distinguish chemical from mechanical weathering and identify the role of weathering agents such as wind, water, and gravity;

(B) identify geologic formations that result from differing weathering processes; and

(C) illustrate the role of weathering in soil formation.

(9) Science concepts. The student knows the role of natural energy resources. The student is expected to:

(A) research and describe the origin of fossil fuels such as coal, oil, and natural gas;

(B) analyze issues regarding the use of fossil fuels and other renewable, non-renewable, or alternative energy resources; and

(C) analyze the significance and economic impact of the use of fossil fuels and alternative energy resources.

(10) Science concepts. The student knows the interactions that occur in a watershed. The student is expected to:

(A) identify the characteristics of a local watershed such as average annual rainfall, run-off patterns, aquifers, locations of river basins, and surface water reservoirs;

(B) analyze the impact of floods, droughts, irrigation, and industrialization on a watershed; and

(C) describe the importance and sources of surface and subsurface water.

(11) Science concepts. The student knows characteristics of oceans. The student is expected to:

(A) identify physical characteristics of ocean water including salinity, solubility, heat capacity, colligative properties, and density;

(B) evaluate the effects of tides, tidal bores, and tsunamis; and

(C) compare the topography of the ocean floor to the topography of the continents.

(12) Science concepts. The student knows the characteristics of the atmosphere. The student is expected to:

(A) identify the atmosphere as a mixture of gases, water vapor, and particulate matter;

(B) analyze the range of atmospheric conditions that organisms will tolerate including types of gases, temperature, particulate matter, and moisture; and

(C) determine the impact on the atmosphere of natural events and human activity.

(13) Science concepts. The student knows the role of energy in governing weather and climate. The student is expected to:

(A) describe the transfer of heat energy at the boundaries between the atmosphere, land masses, and oceans resulting in layers of different temperatures and densities in both the ocean and atmosphere;

(B) identify, describe, and compare climatic zones; and

(C) describe the effects of phenomena such as El Niño and the Jet Stream on local weather.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 6, 1997.

TRD-9710196

Criss Cloudt

Associate Commissioner, Policy Planning and Research

Texas Education Agency

Effective date: September 1, 1998

Proposal publication date: June 6, 1997

For further information, please call: (512) 463-9701



Subchapter D. Other Science Courses

19 TAC §§112.61-112.71

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the foundation curriculum.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Chapter 113. Texas Essential Knowledge and Skills for Social Studies

The Texas Education Agency (TEA) adopts new §§113.1-113.7, 113.21-113.24, 113.31-113.39, and 113.51-113.68, concerning social studies. Sections 113.1-113.7, 113.22-113.24, 113.32-113.39, 113.52, and 113.55 are adopted with changes to the proposed text as published in the June 6, 1997, issue of the *Texas Register* (22 TexReg 5442). Sections 113.21, 113.31, 113.51, 113.53, 113.54, and 113.56-113.68 are adopted without changes and will not be republished.

The new sections establish the essential knowledge and skills for elementary and middle school social studies and the following high school courses: U.S. History Studies Since Reconstruction, World History Studies, World Geography Studies, Government, Psychology, Sociology, Special Topics in Social Studies, Social Studies Research Methods, and Social Studies Advanced Studies. In addition, the new sections include Advanced Placement and International Baccalaureate courses. The provisions of these sections shall be implemented by school districts beginning September 1, 1998, and at that time shall supersede §75.32(h)-(l) of this title (relating to Social Studies, Texas and United States History); §75.32(m) and §75.48 of this title (relating to Social Studies, Texas and United States History); and §75.68 of this title (relating to Social Studies, Texas and United States History). If they choose to do so, school districts can implement the Texas essential knowledge and skills (TEKS) for courses for which essential elements can be found in 19 TAC Chapter 75 of this title (relating to Curriculum) during the 1997-1998 school year. Adopted new essential knowledge and skills for economics with emphasis on the free enterprise system and its benefits are filed in a separate submission.

The process to develop the new TEKS resulted in a state curriculum that is rigorous, measurable, specific, and current, meeting the high expectations that Texas citizens hold for high school graduates. Furthermore, the TEKS will provide a clear basis for development of instructional materials and for preparation of state assessments.

The Texas Education Code (TEC) organizes the required curriculum into two types: the foundation curriculum and the

enrichment curriculum. Implementation of all new TEKS is scheduled to begin September 1, 1998, rather than over the timespan of several school years as was proposed.

The following changes have been made since the sections were proposed.

Numerous editorial changes have been made throughout the sections to improve clarity of language and increase rigor and specificity. In addition, several changes have been made to correct technical errors. The majority of the changes have been made as a result of recommendations from national experts.

Throughout the sections, the essential knowledge and skills have been rearranged to appear in the following order: history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. In addition, language in the introductions has been revised to reflect the new order of the essential knowledge and skills.

Throughout the sections, language encouraging the use of a variety of rich primary and secondary source material to support the teaching of the essential knowledge and skills has been added to each introduction. Language has been added to each introduction stating that the eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes rather than taught as separate units.

Throughout the sections, language has been added at several grade levels and courses stating that students are expected to identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes. Also, the phrase "racial, ethnic, and other culture groups" has been changed to "racial, ethnic, and religious groups" to address vagueness of the term "other culture groups."

In §113.2 (relating to Social Studies, Kindergarten), the knowledge and skills statement in subsection (b)(1), published as proposed, requiring students to understand the importance of positive traits in self and others and understand that people can learn from each other has been deleted to remove the appearance that the TEKS might address the affective rather than the cognitive domain. The accompanying statements of student expectations in subsection (b)(1)(A)-(D), published as proposed, have also been deleted.

Language has been changed in §113.2(b)(5)(B) to provide more accurate examples of human characteristics of places.

In Grades 1-3, the knowledge and skills statement that requires students to understand that good citizenship includes respecting self and others and accepting responsibility and the consequences of one's actions has been changed to remove the appearance that the TEKS might address the affective rather than the cognitive domain. The accompanying statements of student expectations have also been changed. The new knowledge and skills statement has been revised to require that students understand characteristics of good citizenship as exemplified by historic figures and ordinary people. The new statements of student expectations have also been added. These changes have been made in subsection (b)(12)(A)-(C) of §113.3 (relating to Social Studies, Grade 1); subsection (b)(13)(A)-(C) of

§113.4 (relating to Social Studies, Grade 2); and subsection (b)(10)(A)-(D) of §113.5 (relating to Social Studies, Grade 3).

In Grades 1 and 3, statements of student expectation have been added that require students to retell selected folktales, legends, and myths. These changes have been made in §113.3(b)(15)(B) and §113.5(b)(13)(B) and (C).

Statements of student expectations have been revised to show the positive intent of the statements. For example, in §113.4 (relating to Social Studies, Grade 2), language has been changed to subsection (b)(8)(D) to read "identify ways people can conserve and replenish natural resources."

In §113.5, the main focus has become how individuals have changed their communities and world. Numerous changes have been made to the knowledge and skill statements and the statements of student expectations in all strands to reflect the expanded focus. For example, in §113.5(b)(14), the knowledge and skill statement has been changed to read "The student understands the importance of writers and artists to the cultural heritage of communities."

In §113.6 (relating to Social Studies, Grade 4), a new statement of student expectations has been added to subsection (b)(3)(D) requiring students to explain the impact of the Mexican War on Texas.

A new statement of student expectations has been added to §113.6 and §113.7 (relating to Social Studies, Grade 5) requiring students to identify reasons why people in Texas and the United States have modified their environment such as in the use of natural resources to meet basic needs. In addition, a new statement of student expectations has been added to §113.6 and §113.7 requiring students to explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas and the United States.

In Grades 3-5, the term "spelling" has been added to the statement of student expectations that reads "use standard grammar, sentence structure, and punctuation." For example, this change has been made in §§113.5(b)(17)(C), 113.6(b)(23)(E), and 113.7(b)(26)(E).

In Grade 6, the focus has become people and places of the contemporary world instead of contemporary world cultures. Language throughout §113.22 (relating to Social Studies, Grade 6) has been revised accordingly. For example, language in subsection (b)(15)(c) has been revised to read, "analyze the similarities and differences among selected world societies."

In Grade 6, a new knowledge and skills statement with two statements of student expectations about the influence of geographic factors on the economic development, political relationships, and policies of societies has been added to §113.22(b)(5)(A) and (B).

In §113.23 (relating to Social Studies, Grade 7), a new statement of student expectations has been added to subsection (b)(19)(C) requiring students to identify examples of Spanish influence on place names such as Amarillo and Rio Grande and on vocabulary in Texas, including words that originated from the Spanish cattle industry.

In §113.24 (relating to Social Studies, Grade 8), the following changes have been made. In subsection (b)(2), a new statement of knowledge and skills with two statements of student expectations about the exploration and colonization eras has been added. In subsection (b)(5)(D), a new statement of student expectations has been added requiring students to explain the causes of and issues surrounding important events of the War of 1812. New statements of student expectations have been added to subsection (b)(6)(A) requiring students to explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States and to subsection (b)(6)(D) requiring students to explain the major issues and events of the Mexican War and their impact on the United States. In subsection (b)(7)(B), a new statement of student expectations has been added requiring students to compare the effects of political, economic, and social factors on slaves and free blacks. Also, in subsection (b)(13)(B), a new statement of student expectations has been added requiring students to explain reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery and in subsection (b)(20)(A), a new statement of student expectations has been added requiring students to define and give examples of unalienable rights. A new statement of student expectation has been added to subsection (b)(24)(E) requiring students to identify the political, social, and economic contributions of women to American society. This change was also made in §113.32(c)(21)(D).

Language has been added to the title of §113.32 to read "United States History Studies Since Reconstruction (One Credit)."

In §113.32, the following changes have been made. A new statement of student expectations has been added to subsection (c)(6)(C) requiring students to explain the roles played by significant military leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, George Marshall, and George Patton. In subsection (c)(12)(A)-(C), new statements of student expectations have been added requiring students to analyze the relationship between private property rights and the settlement of the Great Plains, compare the purpose of the Interstate Commerce Commission with its performance over time, and describe the impact of the Sherman Antitrust Act on businesses. In subsection (c)(13)(A) and (D), new statements of student expectations have been added requiring students to analyze causes of economic growth and prosperity in the 1920s and to evaluate the effectiveness of New Deal measures in ending the Great Depression. Language published as proposed in subsection (c)(20)(A) has been moved to subsection (c)(6)(H) and in subsection (c)(20) and (c)(20)(B) has been deleted to focus on cognitive and assessable material.

In §113.33 (relating to World History Studies (One Credit)), the following changes have been made. A new statement of student expectations has been added to subsection (c)(3)(C) requiring students to identify the political, economic, and social impact of the Crusades. In subsection (c)(10), a new knowledge and skill statement with two statements of student expectations about the influence of significant individuals of the 20th century has been added. In subsection (c)(23)(E) and (24)(C), new statements of student expectations have been added requiring students to identify the contributions of significant scientists

and inventors, including but not limited to, Copernicus, Galileo, Thomas Edison, Albert Einstein, and Sir Isaac Newton.

In §113.34 (relating to World Geography Studies (One Credit)), a new statement of student expectations has been added to subsection (c)(14)(C) requiring students to explain the geographic factors that influence a nation's power to control territory and that shape the foreign policies and international political relations of selected nations such as Iraq, Israel, Japan, and the United Kingdom. Also, in subsection (c)(18)(C), a new statement of student expectations has been added requiring students to analyze examples of cultures that maintain traditional ways.

In §113.35 (relating to Government (One-Half Credit)), the following changes have been made. In subsection (c)(1), a new knowledge and skills statement with two statements of student expectations about major political ideas such as divine right of kings and social contract theory and forms of government in history such as classical republic, liberal democracy, and totalitarianism has been added. In subsection (c)(8)(C), a new statement of student expectations has been added requiring students to analyze how the Federalist Papers explain the principles of the American constitutional system of government. Four new statements of student expectations have been added to subsection (c)(9)(A)-(D) requiring students to analyze the structure and function of each branch of government and of selected independent executive agencies and regulatory commissions. Also, in subsection (c)(14)(A), a new statement of student expectations has been added requiring students to understand the roles of limited government and the rule of law to the protection of individual rights. In subsection (c)(12), new statements of knowledge and skills and student expectations have been added to provide an in-depth, rigorous examination of the role of political parties in the American political system.

Language addressing maximum credit for elective courses which students may repeat with different course content credit has been changed for clarification. These changes have been made in §§113.38(a) (relating to Special Topics in Social Studies (One-Half Credit)), 113.39(a) (relating to Social Studies Research Methods (One-Half Credit), and 113.52(a) (relating to Social Studies Advanced Studies (One-Half to One Credit)). In addition, language has been added to §113.52(a) stating that the Social Studies Advanced Studies course may be taken for state credit by students pursuing the Distinguished Achievement Program.

The following comments have been received regarding adoption of the new sections.

Subchapter A. Elementary.

§113.2. Social Studies, Kindergarten.

Issue: Meaning of "human characteristics of the environment."

Comment. A group of kindergarten teachers from Beaumont Independent School District (ISD) commented that they interpret "human characteristics of the environment" as things such as ethnicity, language, and how people earn a living rather than as "buildings, sidewalks, and playgrounds" as cited in the TEKS. Please clarify.

Agency Response. The agency agrees with this comment and has amended the section by clarifying examples in Kindergarten and Grade 1.

Issue: Developmental level of TEKS.

Comment. Several social studies curriculum writers from Midland ISD commented that the reasoning skills in the history section exceed the developmental level of students.

Agency Response. The agency disagrees with this comment and believes that the Kindergarten TEKS are appropriate for young children.

Issue: Energy education.

Comment. An individual with the Texas Railroad Commission and an individual with the Natural Resources Committee of the Texas Senate commented that the science, technology, and society strand is good. Also, students are never asked to identify natural resources in the geography strand.

Agency Response. The agency agrees with this comment and has amended the section by adding "natural resources" to physical characteristics of places that students are expected to identify.

§113.3. Social Studies, Grade 1.

Issue: Energy education.

Comment. An individual with the Texas Railroad Commission, an individual with the Natural Resources Committee of the Texas Senate, and an individual commented that the requirement for students to understand the concepts of scarcity and choice should be moved to Grade 4, that students be asked to identify Texas' natural resources and their uses, and that the science, technology, and society strand is good.

Agency Response. The agency disagrees with this comment. An understanding of the concept of scarcity is the starting point for an understanding of economics. The agency, however, has amended the section by eliminating the word "scarcity" and revised the knowledge and skill statement to read: "The student understands the condition of not being able to have all the goods and services one wants" and to reword the statements of student expectation accordingly. The agency has added a new statement of student expectation that reads "identify examples of and uses for natural resources in the community, state, and nation."

Issue: Lack of connections with mathematics TEKS.

Comment. The Texas Association of Supervision and Curriculum Development (TASCD) commented that there is an expectation that students create a calendar or timeline in social studies but no similar expectation in mathematics.

Agency Response. The agency agrees with this comment but believes the comment identifies no problem that should be corrected. There is no conflict between social studies and mathematics expectations.

§113.4. Social Studies, Grade 2.

Issue: Connections with TEKS in other content areas.

Comment. TASCD commented that any timeline that students create should be limited to 999 years for consistency with the

TEKS for mathematics. To connect with the TEKS for fine arts, add "artwork" as an example of evidence students may use to compare various interpretations of a time period. There are three or fewer connections between the social studies and physical education TEKS and there is only one connection with technology.

Agency Response. The agency disagrees with the comment relating to consistency with the TEKS for mathematics. Nothing in the TEKS for social studies and mathematics at Grade 2 disallows consistency between social studies activities and mathematical skills. The agency agrees with the comment relating to connecting with the TEKS for fine arts. The agency has added a statement to the introduction of each grade level and course encouraging the use of primary and secondary source material, including biographies, folktales, novels, speeches, songs, and artworks. The agency agrees that there are three or fewer connections between the social studies and physical education TEKS. The agency has added a statement to the introduction of each grade level and course relating to integrating the teaching of skills and processes, including those related to technology, with specific course content.

Issue: Patriotic customs and symbols; state song.

Comment. A member of the State Board of Education (SBOE) Review Committee for Social Studies commented that teaching about the Pledge of Allegiance, the Pledge to the Texas Flag, and the anthems and mottoes of the United States and Texas is good. The state song should be taught at this grade level.

Agency Response. The agency disagrees with this comment. Students are required to identify the state song in Grade 1 and to recite or sing it at Grade 4, where the focus is the history of Texas. Teachers at any grade level may include the song in their instructional activities.

Issue: Patriotic symbols; history.

Comment. An individual commented that flowers and birds are called patriotic symbols and that there is a limited amount of history at Grade 2.

Agency Response. The agency agrees to delete the word "patriotic" in the context of the public comment and has amended the section. The agency disagrees with the comment about history. The focus of history at Grade 2 is on the local community. Specific names and events for students to learn will vary throughout the state.

Issue: Energy education.

Comment. An individual with the Texas Railroad Commission and an individual with the Natural Resources Committee of the Texas Senate commented that the economics and science, technology, and society strands are good as is part of the geography strand. Also, the individuals commented that how humans use the physical environment is mentioned in a knowledge and skill statement but not addressed in a statement of student expectations. Second graders should not be asked to identify consequences of human modification of physical environment or to identify actions that can conserve the physical environment. They should not be asked to become worriers or warriors.

Agency Response. The agency agrees with these comments. The agency has added a statement of student expectations that reads "identify ways in which people depend on the physical environment, including natural resources, to meet basic needs." Also, the agency has added an example of a positive consequence of human modification of the physical environment to clarify the positive intent of having second graders examine the relationship of humans and the physical environment.

§113.5. Social Studies, Grade 3.

Issue: Connections with TEKS in other content areas.

Comment. TASC commented that, in Grade 3, the student expectation statement requiring students to use appropriate mathematical skills to interpret social studies information is vague.

Agency Response. The agency agrees with this comment and has amended the section.

Comment. TASC commented that the expectation that students "express ideas orally based on knowledge and experiences" should be anchored in information text to align more closely with language arts TEKS. To align more closely with TEKS for technology applications, students should be required to resolve information conflicts. To align more closely with TEKS for languages other than English, students should be required to compare artistic, creative, and literary expressions of various cultures. In addition, TASC commented that the expectation that students "use appropriate mathematical skills to interpret social studies information" and the concept of "system" in the phrases "economic system" and "U.S. free enterprise system" should be more explicit. Terminology should be more consistent between the TEKS for social studies and the TEKS for science and mathematics.

Agency Response. The agency agrees with these comments and has amended the section. The agency has added a paragraph to the introduction stressing the importance of integrating the teaching of social studies content and skills. The expectation that students use problem-solving and decision-making skills is general and intended to be applied to a variety of problems and decisions. The culture strand in this section has a new focus. Language relating to artistic, creative, and literary expressions of various cultures has been deleted. An explanatory example has been added for the student expectation relating to mathematical skills. An additional statement of student expectations has been added to address the concept of economic system.

Issue: Energy education.

Comment. An individual with the Texas Railroad Commission and an individual with the Natural Resources Committee of the Texas Senate commented that the geography strand is good. Also, in the economics strand, move the requirement to understand the concept of an economic system, including identifying examples of scarcity and explaining the impact of scarcity on interdependence within and among communities, to Grade 4.

Agency Response. The agency disagrees with the comment relating to the economic system. An understanding of the

concept of scarcity is the starting point for an understanding of economics. The agency disagrees that the TEKS as written are age-inappropriate.

Issue: Cinco de Mayo and local government.

Comment. A member of the SBOE Review Committee for Social Studies commented that Cinco de Mayo has nothing to do with Texas history. Also, the member commented that the section in the TEKS for social studies on local government is good.

Agency Response. The agency disagrees with the comment on Cinco de Mayo. In Grade 3, the focus is not limited to Texas history. The focus is on individuals in communities around the world, past and present. Cinco de Mayo is an important celebration in many communities in Texas, the United States, and Mexico.

Issue: History.

Comment. An individual commented that there is little history content in Grade 3.

Agency Response. The agency disagrees with this comment. In Grade 3, the new focus of history is the impact of individuals in communities around the world, past and present. The TEKS at this grade level has been revised to provide more specificity while still allowing districts with the flexibility to select specific individuals and communities to study that reflect local interests and resources.

§113.6. Social Studies, Grade 4.

Issue: Connections with TEKS in other content areas.

Comment. TASC commented that the expectation that students use appropriate mathematical skills to interpret social studies information is too general. Social studies historical figures found connections in science but not in health, technology, or mathematics. There is a duplication of a student expectation statement in the science, technology, and society strand.

Agency Response. The agency agrees with the comment relating to mathematical skills and has added explanatory language to the student expectation about mathematical skills. The agency agrees with the statement about connections regarding historical figures. The redundancy has been eliminated.

Issue: Customs, symbols, and celebrations of Texas and battles for Texas independence.

Comment. A member of the SBOE Review Committee for Social Studies commented that the section on customs, symbols, and celebrations of Texas is good. Also, the member commented that no battles for Texas Independence are mentioned.

Agency Response. The agency agrees with the comment on battles for Texas independence and has amended the section.

Issue: Energy education.

Comment. An individual with the Texas Railroad Commission and an individual with the Natural Resources Committee of the Texas Senate commented that the economics and history strands are good and that a statement needs to be added to the geography strand requiring students to identify reasons why people have adapted to and modified their environment in

Texas, past and present such as use of natural resources for basic needs.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Christopher Columbus.

Comment. An individual commented that Christopher Columbus appears in a list of explorers of Texas.

Agency Response. The agency agrees with this comment and has amended the section by deleting the phrase "of Texas." The student is expected to explain the impact of significant explorers on the settlement of Texas. The expeditions of Columbus had an impact on settlement of the entire Western Hemisphere, including Texas, and are an appropriate part of the course content.

Issue: William B. Travis.

Comment. An individual commented in favor of adding the Alamo to Grade 4. However, why did it not also deserve William B. Travis?

Agency Response. The agency agrees that William B. Travis is important and believes that analyzing the battle of the Alamo, as students are specifically expected to do, requires consideration of the commanders of the soldiers in the Alamo, William B. Travis and James Bowie, and the decisions they made.

§113.7. Social Studies, Grade 5.

Issue: Energy education.

Comment. An individual with the Texas Railroad Commission and an individual with the Natural Resources Committee of the Texas Senate commented that a statement be added to the geography strand requiring students to identify reasons why people have adapted to and modified their environment in Texas, past and present such as use of natural resources for basic needs.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Customs, symbols, and celebrations of the United States.

Comment. A member of the SBOE Review Committee for Social Studies commented that the section on customs, symbols, and celebrations of the United States is good and recommended that language be added asking where and why *The Star-Spangled Banner* was written.

Agency Response. The agency agrees with this comment and has amended the section.

Issue: Patriotic symbols.

Comment. An individual commented that the donkey and elephant are listed as patriotic symbols.

Agency Response. The agency agrees with this comment and has amended the section to read "and political symbols such as the donkey and elephant."

Issue: Specificity.

Comment. Several social studies curriculum writers from Midland ISD commented that the overview of the 19th and 20th centuries needs clearer definition.

Agency Response. The agency disagrees with this comment. The names of specific issues, events, and individuals are provided in this section.

§113.2. Social Studies, Kindergarten - §113.5. Social Studies, Grade 3.

Issue: Content in Kindergarten-Grade 3.

Comment. Several members of the social studies writing team commented on content in Kindergarten-Grade 3. One member commented that previously expressed concerns about the TEKS for social studies at Kindergarten- Grade 3 have been addressed and feels satisfied with the TEKS as revised. Another member commented that changes made to the TEKS in Kindergarten-Grade 3 emphasize the importance of the individual and freedom, expand the study of local history to include the impact of state and national events, and add an emphasis on time and chronology. These changes strengthen the document. A third member commented with concerns about the content in Kindergarten-Grade 3. Copies of pages from *National Standards for History* and copies of an issue of *Common Knowledge: A Core Knowledge Newsletter* were included with the member's testimony.

Agency Response. The agency agrees with these comments and has revised language in the citizenship strand in Grades 1-3 by incorporating cited language from *National Standards for History*.

Comment. An individual commented that the review of the TEKS for social studies for Kindergarten-Grade 3 still show a lack of relevancy, specificity, and rigorous academic spiraling in citizenship, history, geography, and government. References to interpersonal skills of sharing, paying attention, taking turns, and showing respect for others should be removed because it opens the door to non-scholarly training in "group think, interdependence, and conformity," special advocacy teaching, and social action for complicated problems such as the homeless, drugs and crime, and the environment. Values can be taught objectively through the use of historic role models. The proposed July deadline for TEKS' approval is being driven by the process of training teachers on the implementation of the guidelines and not by the need to assure objective and academically rigorous content.

Agency Response. The agency disagrees with the comment relating to lacking specificity and rigor in the citizenship, history, geography, and government strands. Each draft of the TEKS has been revised to reflect more rigor, clarity, and specificity. The agency, however, has amended language in the citizenship strand in Grades 1-3 with revised language from *National Standards for History* relating to good citizenship as exemplified by historic figures and ordinary people. The date for second reading and final adoption of the TEKS was changed from April 1997 to July 1997 last fall when the review process was extended to allow more time and more opportunities for public comment on the second draft of the TEKS.

Comment. A representative of the National History Education Network commented that the writing team is to be commended

for following the recommendations of the Bradley Commission by introducing American history in the elementary grades. The standards would benefit from the inclusion of more specific historical content in Kindergarten-Grade 3.

Agency Response. The agency agrees with this comment. Substantial revisions have been made to the TEKS in the primary grades, including the addition of the names of many individuals of historic importance to the state and nation.

Issue: Expanding communities as an organizing structure.

Comment. An individual commented that using the expanding communities model to organize the TEKS provides a way for the systematic investigation of those issues that most commonly affect human lives through the use of history, geography, political science, and economics tools. By addressing similar topics and skills across grade levels, the writers of the TEKS understood the need to make connections between grades and that the knowledge and skills students acquired in one grade would lead to greater learning and application in following years.

Agency Response. The agency agrees with these comments.

Issue: Economic content in Kindergarten-Grade 3.

Comment. The president of the Texas Council on Economic Education commented that even very young students can develop the economic way of thinking when teachers understand that scarcity (of money, time, human and nonhuman resources) implies choice and making choices involves costs. It is possible to teach young students about the importance of sound economic reasoning. Keeping the introduction of basic economic concepts, including the concepts of scarcity and opportunity costs, in the early grades is urged.

Agency Response. The agency agrees with this comment. These concepts should be taught in the early grades, and they have not been eliminated from the TEKS for social studies.

Issue: Free enterprise system; Constitution; Citizenship.

Comment. An individual commented that positive revisions have been implemented in the Kindergarten-Grade 3 proposed TEKS since the June SBOE meeting. However, emphasis on the essentials and benefits of the free enterprise system is missing. Also, a basic understanding of the constitutional structure, functions, and freedoms guaranteed in governing documents must be addressed by Grade 3. Finally, citizenship must include how individuals become American citizens as well as individuals and their traits and values that have developed America's heritage.

Agency Response. The agency disagrees with these comments. The TEKS for social studies in Kindergarten- Grade 3 address important economic concepts such as scarcity and choice, consumers and producers, goods and services, and interdependence. Building upon these concepts, children are able to develop an elementary understanding of the free enterprise system which is introduced in Grade 4. The U.S. Constitution is studied, with increasing depth, at Grades 5 and 8 and in the high school Government course. Students in Grade 8 are expected to know the process for becoming a citizen of the United States. Specific individuals important to the heritage of the United States and Texas are studied in Kindergarten-Grade 5.

§113.2. Social Studies, Kindergarten - §113.6. Social Studies, Grade 4.

Issue: Pilgrims.

Comment. An individual commented that there is no mention of pilgrims through Grade 4.

Agency Response. The agency disagrees with this comment. Students learn the significance of various community, state, and national celebrations, including Thanksgiving, in the primary grades. The first formal study of U.S. history, including colonization, begins in Grade 5.

§113.2. Social Studies, Kindergarten - §113.7. Social Studies, Grade 5.

Issue: Pledge of Allegiance.

Comment. A member of the SBOE Review Committee for Social Studies commented that the Pledge of Allegiance in Kindergarten is good but it should be carried all the way through the elementary grades.

Agency Response. The agency disagrees with this comment. The purpose of the essential knowledge and skills is to identify what students should know and be able to do at each particular grade level. Once students have learned the specified content, teachers may incorporate it into instructional activities as often as they choose but they are not expected to repeat the teaching of the same content year after year.

§113.6. Social Studies, Grade 4, and §113.7. Social Studies, Grade 5.

Issue: Organization of content in Grades 4 and 5.

Comment. The Texas Council for the Social Studies (TCSS) commented that it endorses the Grades 4 and 5 integration of Texas history and United States history because it will enhance the study of both areas. TCSS commented that it recognizes the concern of teachers when asked to change what they are now teaching, that textbooks will not match the TEKS, and that a Texas specific book at Grade 5 may be necessary. TCSS also commented that the bottom line is what is best for children and that the Grades 4 and 5 integration of Texas and United States history meets that need.

Comment. A member of the SBOE Review Committee for Social Studies commented that the writing team's recommendation for a two-year integrated study of Texas and U.S. history at Grades 4 and 5 be included. It will increase the amount of history content that is taught and will put it into a meaningful context for students.

Comment. A member of the social studies writing team commented that the integrated Grades 4 and 5 U.S. and Texas studies be placed back in the TEKS.

Comment. A member of the social studies writing team commented that an integrated approach to Texas and U.S. studies in Grades 4 and 5 provides an appropriate amount of information for both grade levels. Students will develop a contextual understanding of their state and nation and be able to study the history of the late 19th and 20th centuries which does not occur now because there is too much content at each grade level. Also, publishers have expressed concern that the

integrated plan developed by the writing team will increase development costs substantially. The integrated plan may only require repackaging the information used for the current adoption.

Agency Response. The agency disagrees with these comments. Because of the additional cost for textbooks for the integrated Grades 4 and 5 program, the agency believes that the TEKS for Grades 4 and 5 as adopted are more fiscally prudent.

Subchapter B. Middle School.

§113.22. Social Studies, Grade 6.

Issue: Contemporary focus.

Comment. An individual commented that it is important to keep the focus of the Grade 6 TEKS on the contemporary world.

Agency Response. The agency agrees with this comment.

Comment. The chair of the SBOE Review Committee for Social Studies commented that the focus on contemporary world cultures at Grade 6 is not appropriate.

Comment. Several social studies curriculum writers from Midland ISD commented that there is an overemphasis on contemporary times in Grade 6.

Comment. A representative of the history faculty at the University of Houston Clear Lake expressed concerns regarding the shift in emphasis in Grade 6 from the pre-industrial world to contemporary issues. The study of ancient cultures gives us a badly needed perspective on understanding the constantly shifting modern world.

Agency Response. The agency disagrees with these comments. The TEKS for Grade 6 offer the only opportunity in the middle school curriculum for a look at the contemporary world in which students live. The TEKS also require students to analyze the historic background of contemporary events. Ancient cultures are addressed in §113.33 (relating to World History Studies (One Credit)).

Issue: Reading material.

Comment. An individual commented that the introduction specifically notes only one book as reading material, *Sadako and the Thousand Paper Cranes*. This is a book that needs to be examined in context and should not be listed alone.

Agency Response. The agency agrees that all reading material needs to be examined in context. The cited title is offered as one example of the rich variety of primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artworks that teachers are encouraged to use to support the teaching of the essential knowledge and skills.

§113.23. Social Studies, Grade 7.

Issue: Public education in Texas history and Goliad.

Comment. A member of the SBOE Review Committee for Social Studies commented that neither President Mirabeau Lamar's role in public education nor the Permanent School Fund is mentioned. Also, the member commented that social studies

at Grade 7 cannot be considered the full scope of Texas history without mentioning Goliad.

Agency Response. The agency disagrees with the comment on public education in Texas history. The TEKS for Grade 7 require students to describe the structure and governance of Texas public education as well as to know significant issues and individuals of the Republic of Texas, including Mirabeau Lamar. The agency agrees with the comment on Goliad and has added "Fannin's surrender at Goliad" to the list of examples of significant events in this section.

Issue: Importance of history; Specificity.

Comment. An individual commented that history should be foundational in the social studies curriculum, and it must reflect specific content not general suggestions. The TEKS for Grade 7 dumb down history.

Agency Response. The agency disagrees with this comment. The foundation of Grade 7 is the history of Texas from the earliest times to the present. Each draft of the TEKS has been revised to reflect more rigor, clarity, and specificity.

Comment. An individual commented that there is no teaching of love and loyalty to one's country or state. There is not even a mention of the Texas flag, symbols, or pledge.

Agency Response. The agency disagrees with this comment. All writing teams were charged with developing TEKS that reflect cognitive not affective learning. The Texas flag, symbols, and pledge are all included in the TEKS for social studies in Kindergarten-Grade 4. Teachers at Grade 7 can incorporate them into their instructional activities but are not required to reteach them.

§113.24. Social Studies, Grade 8.

Issue: Scope of Grade 8.

Comment. An individual commented that the change in Grade 8 is especially good. Beginning with colonial America will enable teachers to develop the content more deeply.

Comment. A member of the Texas House of Representatives and the chair of the SBOE Review Committee for Social Studies commented that the social studies course standards do not systematically spell out what students should know and be able to do. They are too vague and fragmentary. In terms of actual level of specificity, they differ little from the old essential elements they replace. In addition, their comment included a list of topics not included in the TEKS and a list of topics possibly assumed under vague and general language.

Agency Response. The agency disagrees with these comments on scope of Grade 8. More specificity and rigor has been added to each draft of the TEKS for social studies. The TEKS contain a higher degree of specificity and are more comprehensive than the essential elements. Some of the topics on the submitted list are explicitly named in the TEKS; others are referred to in more general terms than on the submitted list.

Comment. An individual commented where is the founding of the 13 colonies or the compromises in the writing of the Constitution in 1787. Religious freedom did not "develop" in the United States; Plymouth and Massachusetts were founded strictly for religious freedom.

Agency Response. The agency agrees with this comment and has added a statement of student expectation that reads: "compare political, economic, and social reasons for establishment of the 13 colonies." Compromises at the Philadelphia Convention of 1787 are specifically addressed in §113.24(b)(4)(D) that reads: "analyze the issues of the Philadelphia Convention of 1787, including major compromises and arguments for and against ratification." In §113.24(b)(26)(A), the expectation that students trace the development of religious freedom in the United States allows students to analyze historic reasons for and the impact of the First Amendment guarantee of freedom of religion.

Issue: Rights and responsibilities of citizens of the United States; American beliefs and principles reflected in the U.S. Constitution; Amending the U.S. Constitution; and the American Revolution.

Comment. A member of the SBOE Review Committee for Social Studies commented that the sections of the TEKS for social studies that addresses these topics are good.

General Comments.

Comment. An individual commented that the descriptors of student expectations for Grades 7 and 8 have been well defined and will benefit students as they progress through school. The TEKS provide critical-thinking skills and problem-solving activities that will provide the challenges necessary for students to excel.

Comment. TASC recommended standardizing vocabulary such as "create visuals" and "display data" for ease of use in the TEKS for social studies and mathematics.

Agency Response. The agency disagrees with this comment. The phrases "create visuals" and "display data" have different meanings; to use a standard vocabulary for both subjects would alter their meanings.

Subchapter C. High School.

§113.32. United States History Studies Since Reconstruction (One Credit).

Comment. A member of the Texas House of Representatives commented that the social studies course standards do not systematically spell out what students should know and be able to do. They are too vague and fragmentary. In terms of actual level of specificity, they differ little from the old essential elements they replace. The comment included a list of topics not included in the TEKS and a list of topics possibly assumed under vague and general language.

Agency Response. The agency disagrees with these comments. More specificity and rigor has been added to each draft of the TEKS for social studies. The TEKS contain a higher degree of specificity and are more comprehensive than the essential elements. Some of the topics on the submitted list are explicitly named in the TEKS; others are referred to in more general terms than on the submitted list.

Comment. An individual commented that, as a former teacher of American history and world history at the junior high level, the proposals in these two courses are impressive.

Issue: Flexibility to teach recent events.

Comment. An individual commented that the TEKS for the high school U.S. history course should provide the flexibility to teach events and issues of current importance.

Agency Response. The agency agrees with this comment and has amended §113.32(c)(6) to read: "The student understands the impact of significant and international decisions and conflicts from World War II and the Cold War to the present on the United States."

Issue: The Holocaust.

Comment. A representative of the Holocaust Museum in Houston commented that the process used to develop and refine the TEKS document for social studies was fair and systematic. Particularly noteworthy is the balanced treatment of issues in the high school history curriculum. Please consider adding "the Holocaust" to the list of major issues and events of World War II since the majority of the camps were liberated by American soldiers and because survivors came to this country in great numbers.

Agency Response. The agency agrees with these comments and has amended the section to include the Holocaust.

§113.33. World History Studies (One Credit).

Issue: Lack of coverage of the non-Western world.

Comment. An individual commented that the course places too much emphasis on Western civilization and not enough on the history of the non-Western world. Students need to know about all parts of the world to participate successfully in a global economy.

Agency Response. The agency agrees with the comment that students need to know about all parts of the world and believes that the TEKS for world history promote this goal.

Issue: Global approach.

Comment. A representative of the National History Education Network commented that the treatment of world history would benefit from a more global approach. The world history course remains primarily focused on the West.

Agency Response. The agency agrees with this comment. A global approach is important to the world history course. The TEKS for world history provide fair and adequate coverage of all parts of the world.

Issue: Two-year course.

Comment. An individual representing the history faculty at the University of Houston Clear Lake commented that World History Studies should be a two-year course.

Agency Response. The agency disagrees with this comment. A one-year course in world history reflects SBOE graduation requirements.

§113.35. Government (One-Half Credit).

Issue: Rights guaranteed by the U.S. Constitution and the three branches of government.

Comment. A member of the SBOE Review Committee for Social Studies commented that the sections of the TEKS that address these topics are good.

Issue: Imbalance in content about the three branches of government.

Comment. An individual commented that more specific knowledge and skills statements are devoted to the judicial branch of government than to the executive and legislative branches. This imbalance needs to be addressed.

Agency Response. The agency agrees with this comment and has amended the section to correct the imbalance.

§§113.38. Special Topics in Social Studies (One-Half Credit), 113.39. Social Studies Research Methods (One-Half Credit), and 113.52. Social Studies Advanced Studies (One-Half to One Credit).

Issue: Courses with flexible credits.

Comment. An individual commented that the language specifying how many credits a student may earn for some of the elective courses is not clear.

Agency Response. The agency agrees with this comment and has amended the sections to clarify the wording.

Issue: Courses for students pursuing the Distinguished Achievement Program.

Comment. An individual commented where is the course that is designed for students working on the Distinguished Achievement Program who need guidance in working with mentors and developing products of professional quality.

Agency Response. Section 113.52 (relating to Social Studies Advanced Studies (One-Half to One Credit)) is one course that can be taken by students working on the Distinguished Achievement Program. The agency has amended §113.52 by adding language that clarifies the purpose of the course.

General Comments.

Comment. An individual commented in support for the TEKS, recognizing that it is not a perfect document that will satisfy everyone but is a very great step forward from where we are now.

Comment. An individual commented by citing many changes that have been made to improve the document, including ideas and policies of the American Founding; development of constitutionalism and liberal democracy in the United States and throughout the world; significance of Western Civilization; the Cold War and totalitarianism in the 20th century; American ideas about progress, opportunity, and economic growth; the significance of American identity and culture; and others. In addition, the individual requested changes as follows: more specificity relating to world politics and geography; the concept of continuity as a companion to the concept of change; biography and the role of the individual; the integration of the teaching of content and skills; the role of the Ten Commandments and Christianity in world history; and the use of the term American Indian rather than Native American.

Agency Response. The agency agrees that the TEKS reflect numerous positive changes made at the request of the national experts. The agency has amended language in the following areas: the addition of specific names, including, but not limited to, the Suez Canal, Straits of Hormuz, and names of rivers

and mountains as they relate to world politics and geography; additional language related to the concept of continuity as a companion to the concept of change; addition of a knowledge and skills statement with two statements of student expectations to the World History course requiring students to analyze the influence of specific individuals on world events of the 20th century. The agency also has added a statement to the introduction of each grade level and course about integrating the teaching of skills and processes with specific course content. The agency believes that the role of major religions is sufficiently addressed in the TEKS. Testimony from an individual in the American Indian Resource and Education Coalition used the term Native American and did not request a change regarding its usage.

Comment. An individual commented that many changes that have strengthened the TEKS have been made at the request of other consultants, including at the request of this individual. The current draft of the TEKS has merit. It more adequately emphasizes content from the four core academic disciplines than similar documents in many states. There should be more such emphasis in the early grades. The individual also commented that there should be a comprehensive treatment of economics at the high school level. The TEKS are laudable in their treatment of cognitive skills, but, perhaps in an introductory statement, it should be made clear that the learning of processes and skills is to be rooted in particular content rather than compartmentalized. There is an improved treatment of individuals as decisive actors in history and current event but this strength could be enhanced by more emphasis on biographies of notable persons in history, especially in the lower grades.

Agency Response. The agency agrees with the comment relating to economics at the high school level. A high school course in economics is in adopted new §118.2 of this title (relating to Economics with Emphasis on the Free Enterprise System and Its Benefits, High School (One-Half Credit)). The agency has added a statement to the introduction of each grade level and course encouraging the use of primary and secondary source material, including biographies, folktales, novels, speeches, and songs. Specific examples have been cited. The agency also has added a statement about integrating the teaching of skills and processes with specific course content. Names of numerous significant individuals in the history of the state, nation, and world have been added in the primary grades. The focus of Grade 3 has been expanded from communities around the world, past and present, to the role of individuals in communities around the world, past and present.

Comment. An individual commented that the TEKS were disappointing for several reasons: history is not the core of the curriculum; the history in any grade has no relationship to the geography, the economics, or any of the other strands; the TEKS are vague; the TEKS in the early grades are based on the outmoded concept of expanding environments; and the TEKS as written will not promote better textbooks. The individual also reiterated opposition to the expanding horizons concept for curriculum development in the primary grades; expressed concerns that not all of the individual's earlier suggestions had been accepted; pointed out that in a history-centered document, the history section would appear first with the content of other strands clearly connected to the history; and repeated the

feeling that the TEKS do not suggest that social studies is exciting. The individual also noted two points that are crucial to improving the TEKS: (1) reorder the TEKS so that the history strand appears first, followed by geography, economics, and the other strands, and (2) stress the importance of biographies, myths, folktales and specify which ones children should learn.

Agency Response. The agency agrees with the comment referring to reordering the TEKS and has reordered the TEKS for social studies so that the history strand appears first, followed by geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. Also, the agency has added a statement to the introduction of each grade level and course encouraging the use of primary and secondary source material, including biographies, folktales, novels, speeches, and songs. Numerous names of significant individuals in the history of the state, nation, and world have been added in the primary grades. The focus of Grade 3 has been expanded from communities around the world, past and present, to the role of individuals in communities around the world, past and present.

Comment. Two members of the social studies writing team expressed pride in the proposed TEKS for social studies and urged their adoption.

Comment. The chair of the SBOE Review Committee on Social Studies commented that the focus on contemporary world cultures at Grade 6 is not appropriate and that the Grade 7 course should include TEKS before 1830. The TEKS should be merged with the essential elements. The standards for honor students and regular students should be the same, but the readings and tests should be different. The Texas Education Agency should conduct a study to determine at what grade level districts are offering U.S. history in high school. Geography should be moved to Grade 8, and U.S. history through Reconstruction should be moved to high school. The TEKS for U.S. history in high school do not cover Reconstruction. The high school course should provide a broad sweeping survey of U.S. history with a mid-term point of about 1900. The current TEKS are too short and not comprehensive enough. The TEKS integrate the social sciences and humanities; it seems to be a bold attempt to reduce history as a discipline. The purity of the non-history disciplines seems to have been maintained. The State of Texas should contract with historians to write textbooks. Minority history and traditional history must both be included. A more historic/specific set of TEKS should be added to the left side of the page.

Agency Response. The agency disagrees with these comments. The TEKS for Grade 6 provide the only year in the social studies curriculum for Kindergarten-Grade 12 where students conduct a study of contemporary significant issues, events, and people in various regions of the world. The TEKS for Grade 7 provide significant coverage of Texas prior to 1830. The TEKS identify what all students should know and be able to do. The SBOE has not authorized a different sequence of courses for Grades 8-12. The TEKS for the high school U.S. history course reflect the request of the commissioner of education that the starting point be 1877. The SBOE has no statutory authority to specify a mid-term point. The commissioner directed the writing team to make the final draft of the TEKS significantly shorter than the first two drafts. History has a prominent place in the

TEKS at all grade levels and courses, and minority history and traditional history are included in the TEKS.

Comment. TCSS commented that an integrated study of the social sciences and humanities is important to promote civic competence. The TEKS allows students to build a foundation in citizenship; economics; geography; government; history; culture; social science skills; and science, technology, and society. Social studies does not try to place one discipline above the other, but recognizes the importance of each. TCSS also commented that the TEKS show that we value students and their understanding of how the past has shaped the present and how present actions can influence the future. The document is teacher friendly and is clear and thorough. It has a logical sequence and weaves together all aspects of history. The TEKS give the teachers a clear, complete outline of the state's expectations.

Comment. The Texas Social Studies Supervisors Association commented in support of passage of the TEKS for social studies. The TEKS are comprehensive, challenging, and pedagogically sound; the level of specificity is appropriate; they were written by Texans who share a common vision of high expectations and educational excellence; and they are student-centered, clearly articulated, authentic, and reflect sound principle and practice.

Comment. The National Council for History Education (NCHE) commented that the document lacks an introductory philosophical statement. The eight categories around which the document is seemingly organized are way too many for local schools to make sense of. The result is that many of the statements are vague and unclear generalities. In addition, NCHE commented that the Kindergarten-Grade 3 TEKS are lacking in substance. The TEKS in Grades 4 and 5 seem to have been written in isolation from the rest of the document; the teaching of state and national history should be combined. There is a lack of adequate expectations for knowledge for students in world history. Both the Bradley Commission on History in Schools and the NCHE recommend that two years of world history be included in every scope and sequence of expectations somewhere between Grades 7 and 12.

Agency Response. The agency agrees with the need for a philosophical introduction to the TEKS for social studies. Following adoption of the TEKS, a social studies framework will be developed that further addresses this issues and others, including a rationale and goals for the social studies as well as suggestions for integrating the content from all eight strands. Each draft of the TEKS for social studies has been revised to reflect more rigor, clarity, and specificity. Substantial revisions have been made to the social studies TEKS in the primary grades. The second draft of the social studies TEKS proposed an integrated two-year study of Texas and U.S. history at Grades 4 and 5. The SBOE approved a different sequence. A one-year course in world history reflects SBOE graduation requirements.

Comment. The Texas Public Policy Foundation commented that the TEKS do not meet one or more of the following standards: the standards should relate directly to subject content; clearly specify the expected knowledge and skills;

become increasingly complex; be objectively testable; and incorporate recommendations submitted by experts.

Agency Response. The agency disagrees with this comment. The TEKS meet the criteria that they be academically rigorous, clear, grade-specific, and measurable. Expert advice has been incorporated as appropriate and consistent.

Comment. Several individuals commented that the proposed TEKS for social studies are well written and clearly identify the content appropriate to each grade level. Please encourage their adoption.

Comment. An individual quoted some of the criticisms regarding the lack of specificity in the elementary grades.

Agency Response. The agency disagrees with this comment. Many of the criticisms quoted by the writer are based on earlier drafts of the TEKS and have been addressed in the adopted TEKS for social studies.

Comment. An individual commented in opposition to the TEKS and its standards of teaching. These children need to know history and its time frames as we know it today.

Agency Response. The agency disagrees with this comment. History is an important strand of the social studies TEKS at every grade level and course. Each draft of the TEKS has been revised to reflect more rigor, clarity, and specificity, including the addition of significant dates in Texas, U.S., and world history for students to know.

Comment. A representative of the Edison Project commented that the TEKS for social studies document is a very impressive articulation of student standards and expectations. The TEKS are comprehensive, substantive, and specific enough to be valuable resources for teachers. Also, the representative commented that the Edison Project is impressed to see the strong emphasis on history, geography, civics, and economics in the elementary and middle school standards.

Comment. Several social studies curriculum writers from Midland ISD commented that the TEKS are a remarkable accomplishment that will foster the instruction of a quality social studies program across the state of Texas and urge the endorsement of the TEKS by the SBOE.

Comment. Two members of the SBOE Review Committee for Social Studies commented in support of the TEKS for social studies. One member commented that history is the core of the social studies TEKS and that the TEKS are more specific than the essential elements, reflect high expectations and increased rigor, have been subjected to a thorough review that alternative documents have not. Adopt them without delay. Another member commented the TEKS could have gone to one extreme and become an unwieldy textbook substitute or it could have become so filled with fluff that no history teacher could ever have made use of it. It has, instead, ended up as a practical and useful guide for any teacher, student, or parent in this state. Improvements have been seen in this document in each revision. Adoption of the current TEKS is strongly supported.

Comment. A representative of Southwestern Bell commented that the social studies TEKS are a very well thought-out set of guidelines for curriculum in the critical areas of history, geography, economics, government, and citizenship. They do

the job they are intended to do and that is to lay out the essential areas of student learning.

Comment. A representative of the Center for Geographic Education at Southwest Texas State University commented that, while minor changes still may be appropriate, the basic structure of the social studies TEKS is strong.

Comment. An individual commented that as a result of collaboration with the staff of the Texas Education Agency and careful review of the revised document, Texas will have a strong, solid curriculum in social studies. Endorsement of the social studies TEKS by the SBOE is urged.

Comment. An individual commented that the manner in which the TEKS for social studies were written allows the teacher a broad interpretation as to how to implement the daily lesson plans. The elements in this new proposal also inspire students to love their country and to appreciate the sacrifices which were made by their ancestors of every race, gender, and nationality. Adoption of this proposal is recommended.

Comment. An individual commented that the TEKS for social studies document is far superior to the present essential elements that are in use. Both students and teachers will benefit from the new design. The individual also commented that there is no one perfect document or plan; however, TEKS is a giant step in the right direction.

Comment. An individual commented that the strengths of the TEKS for social studies are that they are interdisciplinary and higher level and encourage approaches designed to permit active learning. Our young people will be well served by being given the chance to learn all the fascinating skills, processes, and information contained in the TEKS.

Comment. A representative of the Republican National Hispanic Assembly commented that the TEKS for social studies in Kindergarten-Grade 3 are virtually content-free and that there is a move to make the content less academic.

Agency Response. The agency disagrees with this comment. Each draft of the TEKS for social studies has been revised to reflect more rigor, clarity, and specificity. Substantial revisions have been made to the TEKS in the primary grades.

Comment. An individual commented that much progress has been made from the initial draft of the social studies TEKS to the document now being considered. The expectations for students are clearly and consistently worded, and there is far more specificity in the current text. The document has been improved significantly through the addition of examples such as mention of specific key dates and historical figures as a guide for American history teachers. The individual commented in support of approving the TEKS for social studies and moving on to the next phase.

Comment. An individual commented in support of the SBOE approving the TEKS in social studies. Teachers and students throughout the state are waiting to implement the new curriculum. The development process has been a case study of the democratic process.

Issue: Historical thinking skills.

Comment. A representative of the National History Education Network commented that historical thinking skills should be more directly addressed in the standards for high school. The TEKS should encourage students to employ research skills and use historical documents, photographs, artifacts, historical data, and museum collections to build historical knowledge and understanding.

Agency Response. The agency agrees that historical thinking skills are important and believes that they are adequately addressed in the TEKS. The TEKS in the social studies skills strand of every high school course require the use of primary and secondary sources and the process of historical inquiry to research, interpret, and use multiple sources of evidence. The agency has added a statement to the introduction of each grade level and course encouraging the use of resources from museums, art galleries, and historical sites. The agency has added a statement about integrating the teaching of skills and processes with specific course content.

Issue: History as the organizing discipline.

Comment. A representative of the National History Education Network commented that the TEKS make a policy statement that more clearly identifies history as the core discipline around which the other social sciences are organized.

Agency Response. The agency agrees with this comment and has reordered the TEKS for social studies so that the history strand appears first followed by geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills.

Issue: Definitions of social studies and citizenship.

Comment. An individual commented that many of the social studies TEKS do not fit the categories of history, geography, and government which is how social studies is defined in TEC, §28.002(a)(1)(D). There is no definition of citizenship. In Grade 2, students are asked to identify several groups to which he or she belongs and Grade 3 jumps to citizenship as it relates to other countries.

Agency Response. The agency disagrees with the comment that the TEC limits the content of the TEKS. Section 28.002 does not specifically authorize or prohibit the inclusion of any particular topics in the essential knowledge and skills for any area of the curriculum. Rather, the statute expressly grants to the SBOE the authority to define the essential knowledge and skills for each area of the curriculum. Citizenship in the TEKS encompasses both definitions of citizenship found in *Webster's Random House College Dictionary*: "(1) the state of being vested with the rights, privileges, and duties of a citizen; and (2) the character of an individual viewed as a member of society: *an award for good citizenship*."

Issue: Energy education.

Comment. An individual with the Texas Railroad Commission and an individual with the Natural Resources Committee of the Texas Senate commented that significant progress has been made to improve the balance and accuracy of energy education provided to Texas schoolchildren.

Comment. Two individuals commented that the social studies textbooks do not present a fair picture of the oil and gas

industries in Texas. The social studies TEKS will correct that situation.

Agency Response. The agency agrees that the TEKS for social studies include a fair and balanced study of the oil and gas industries in Texas.

Issue: Buffalo soldiers.

Comment. A member of the SBOE Review Committee for Social Studies commented that the buffalo soldiers should have a place in the culture strand at various grade levels.

Agency Response. The agency agrees with this comment. In §113.23 (relating to Social Studies, Grade 7), the buffalo soldiers are included in the examples of significant individuals, events, and issues from Reconstruction through the beginning of the 20th century in Texas.

Issue: Religion; Republican form of government.

Comment. An individual commented that in the proposed TEKS for social studies, where are students required to learn the quest for freedom in Christian worship or "one nation under God." The TEKS should also require that children know that the United States has a republican form of government.

Agency Response. The agency disagrees with these comments. The social studies TEKS require that children learn the Pledge of Allegiance and its meaning in Kindergarten and Grade 1. References to the first amendment, religious freedom, and the role of religion in U.S. and world history can be found throughout the TEKS for social studies. Specific references to a republican form of government in the United States are in §113.24 (relating to Social Studies, Grade 8) and §113.35 (relating to Government (One-Half Credit)).

Issue: TEC, §28.002; Basic understandings.

Comment. The American Heritage Education Foundation, Inc., commented that the entire text of TEC, §28.002, be included at the beginning of the proposed TEKS for social studies and that the revised basic understandings previously submitted be considered. In addition, the Foundation commented that all content related to the following be deleted because it is not authorized as appropriate under TEC, §28.002: psychology, sociology, personal attributes; physical characteristics; problem solving process; decision making process; family similarities and differences; cultural expressions; culture; culture region, culture realm. The TEKS provide an insufficient response to TEC, §28.002(h), that requires the public school curriculum "to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage." Also, the Foundation recommended that the adoption of the social studies TEKS be delayed.

Agency Response. An excerpt from TEC, §28.002, has been incorporated into the introduction to the TEKS for social studies for each grade level and course. The board-approved format does not include basic understandings. The agency disagrees with the comment that any content in the social studies TEKS is not authorized by TEC, §28.002(h). Rather, the statute expressly grants to the SBOE the authority to define the essential knowledge and skills for each area of the curriculum.

The TEKS have been revised in each draft to provide a stronger emphasis on the issues cited in TEC, §28.002(h). The development, review, and revision process for the TEKS has been ongoing for more than two years, including one extension of a review period, and the agency did not recommend any further delay.

Issue: Format of the TEKS.

Comment. An individual commented that the TEKS in a side-by-side format are easier to understand and work with than the essential elements. They provide more freedom to teach history and the other disciplines at a higher level. Please vote for the proposed TEKS for social studies.

Issue: Geography in the TEKS.

Comment. An individual commented that geography is a critical component of a social studies program and that the geography expectations in the current edition of the TEKS are on target. Rigor and relevance to everyday life are found throughout the geography strand of this document.

Issue: English as a second language (ESL) students.

Comment. An individual commented that ESL should be included in the area of social studies.

Agency Response. The agency agrees with this comment. Accessibility of the curriculum for ESL and other special populations will be included in curriculum frameworks and in the Spanish translation.

Issue: Experimental course approval.

Comment. An individual commented that, unlike the essential elements, the TEKS for social studies provide local districts with the flexibility to develop courses without having to go through the arduous process of applying to the Texas Education Agency for experimental course approval. Please vote for the proposed TEKS for social studies.

Comment. An individual commented that the lack of content available in the TEKS for social studies was appalling. Not only is the content weak but the order of social studies components makes researching this document very difficult. Nothing is related or connected. You can pick and choose what you want to write, teach, or learn.

Agency Response. The agency disagrees with this comment. Each draft of the TEKS for social studies has been revised to reflect more rigor, clarity, and specificity. TEC, §28.002(c), directs the SBOE to require each district to provide instruction in the essential knowledge and skills at appropriate grade levels. Teachers may not pick and choose among them.

Issue: Process to develop the TEKS.

Comment. An individual commented that the process to develop the TEKS was inconvenient to interested participants; the service center and agency personnel were rude; and the public was deceived.

Agency Response. The agency disagrees with this comment. The process to develop the TEKS spanned nearly three years and afforded multiple opportunities for involvement by the public. Agency and regional education service center personnel were directed to solicit responses to the TEKS drafts during

public hearings and by other means according to the guidelines established for the hearings and according to the schedule approved by the SBOE.

Subchapter A. Elementary

19 TAC §§113.1-113.7

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the foundation curriculum.

§113.1. *Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary.*

The provisions of this subchapter shall be implemented by school districts beginning September 1, 1998, and at the time shall supersede §75.32(h)-(1) of this title (relating to Social Studies, Texas and United States History).

§113.2. *Social Studies, Kindergarten.*

(a) Introduction.

(1) In Kindergarten, the focus is on the self, home, family, and classroom. The study of our state and national heritage begins with an examination of the celebration of patriotic holidays and the contributions of historical people. The concept of chronology is introduced. Students discuss geographic concepts of location and physical and human characteristics of places. Students are introduced to the basic human needs of food, clothing, and shelter and to ways that people meet these needs. Students learn the purpose of rules and the role of authority figures in the home and school. Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. Students compare family customs and traditions and describe examples of technology in the home and school. Students acquire information from a variety of oral and visual sources.

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

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

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

(b) Knowledge and skills.

(1) History. The student understands that holidays are celebrations of special events. The student is expected to:

(A) explain the reasons for national patriotic holidays such as Presidents' Day and Independence Day; and

(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.

(2) History. The student understands how historical figures and ordinary people helped to shape the community, state, and nation. The student is expected to:

(A) identify the contributions of historical figures such as Stephen F. Austin and George Washington who helped to shape our state and nation; and

(B) identify ordinary people who have shaped the community.

(3) History. The student understands the concept of chronology. The student is expected to:

(A) place events in chronological order; and

(B) use vocabulary related to time and chronology, including before, after, next, first, and last.

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

(A) use terms, including over, under, near, far, left, and right, to describe relative location; and

(B) locate places on the school campus and describe their relative locations.

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

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

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

(6) Economics. The student understands that basic human needs are met in many ways. The student is expected to:

(A) identify basic human needs; and

(B) explain how basic human needs of food, clothing, and shelter can be met.

(7) Economics. The student understands the importance of jobs. The student is expected to:

(A) identify jobs in the home, school, and community; and

(B) explain why people have jobs.

(8) Government. The student understands the purpose of rules. The student is expected to:

(A) identify purposes for having rules; and

(B) identify rules that provide order, security, and safety in the home and school.

(9) Government. The student understands the role of authority figures. The student is expected to:

(A) identify authority figures in the home, school, and community; and

(B) explain how authority figures make and enforce rules.

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

(A) identify the flags of the United States and Texas;

(B) recite the Pledge of Allegiance; and

(C) explain the use of voting as a method for group decision making.

(11) Culture. The student understands similarities and differences among people. The student is expected to:

(A) identify personal attributes common to all people such as physical characteristics; and

(B) identify differences among people.

(12) Culture. The student understands how people learn about themselves through family customs and traditions. The student is expected to:

(A) identify family customs and traditions and explain their importance;

(B) compare family customs and traditions; and

(C) describe customs of the local community.

(13) Science, technology, and society. The student understands ways technology is used in the home and school. The student is expected to:

(A) identify examples of technology used in the home and school; and

(B) describe how technology helps accomplish specific tasks.

(14) Science, technology, and society. The student understands ways in which technology has changed how people live. The student is expected to:

(A) describe how his or her life might be different without modern technology; and

(B) list ways in which technology meets people's needs.

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

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

(B) obtain information about a topic using a variety of visual sources such as pictures, symbols, television, maps, computer images, print material, and artifacts;

(C) sequence and categorize information; and

(D) identify main ideas from oral, visual, and print sources.

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

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

(B) create and interpret visuals including pictures and maps.

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

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

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

§113.3. *Social Studies, Grade 1.*

(a) Introduction.

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

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

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

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

(b) Knowledge and skills.

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

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

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

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

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

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

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

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

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

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

(B) create a calendar or timeline; and

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

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

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

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

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

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

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

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

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

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

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

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

(A) identify examples of goods and services in the home, school, and community;

(B) identify ways people exchange goods and services; and

(C) identify the role of markets in the exchange of goods and services.

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

(A) identify examples of people wanting more than they can have;

(B) explain why wanting more than they can have requires that people make choices; and

(C) identify examples of choices families make when buying goods and services.

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

(A) describe the requirements of various jobs and the characteristics of a job well-performed; and

(B) describe how specialized jobs contribute to the production of goods and services.

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

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

(B) give examples of rules or laws that establish order, provide security, and manage conflict.

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

(A) identify leaders in the community, state, and nation;

(B) describe the roles of public officials including mayor, governor, and president; and

(C) identify the responsibilities of authority figures in the home, school, and community.

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

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

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

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

(13) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs

and principles and contribute to our national identity. The student is expected to:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer images, literature, and artifacts;

(C) sequence and categorize information; and

(D) identify main ideas from oral, visual, and print sources.

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

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

(B) create visual and written material including pictures, maps, timelines, and graphs.

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

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

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

§113.4. *Social Studies, Grade 2.*

(a) Introduction.

(1) In Grade 2, students focus on a study of their local community by examining the impact of significant individuals and events on the history of the community as well as on the state and nation. Students begin to develop the concepts of time and chronology by measuring calendar time by days, weeks, months, and years. The relationship between the physical environment and human activities is introduced as are the concepts of consumers and producers. Students identify functions of government as well as services provided by the local government. Students continue to acquire knowledge of important customs, symbols, and celebrations that represent American beliefs and principles. Students identify the significance of works of art in the local community and explain how technological innovations have changed transportation and communication. Students communicate what they have learned in written, oral, and visual forms.

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

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

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

(b) Knowledge and skills.

(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:

(A) explain the significance of various community, state, and national celebrations such as Memorial Day, Independence Day, and Thanksgiving; and

(B) identify and explain the significance of various community, state, and national landmarks such as the county courthouse and state and national capitol buildings.

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

(A) describe the order of events by using designations of time periods such as ancient times and modern times;

(B) use vocabulary related to chronology, including past, present, and future;

(C) create and interpret timelines; and

(D) describe and measure calendar time by days, weeks, months, and years.

(3) History. The student understands how various sources provide information about the past. The student is expected to:

(A) name several sources of information about a given period or event; and

(B) compare various interpretations of the same time period using evidence such as photographs and interviews.

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

(A) identify contributions of historical figures such as Henrietta King and Thurgood Marshall who have influenced the community, state, and nation;

(B) identify historic figures such as Amelia Earhart and Robert Fulton who have exhibited a love of individualism and inventiveness; and

(C) explain how local people and events have influenced local community history.

(5) Geography. The student uses simple geographic tools such as maps, globes, and photographs. The student is expected to:

(A) use symbols, find locations, and determine directions on maps and globes; and

(B) draw maps to show places and routes.

(6) Geography. The student understands the locations and characteristics of places and regions. The student is expected to:

(A) identify major landforms and bodies of water, including continents and oceans, on maps and globes;

(B) locate the community, Texas, the United States, and selected countries on maps and globes; and

(C) compare information from different sources about places and regions.

(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:

(A) describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns; and

(B) explain how people depend on the physical environment and its natural resources to satisfy their basic needs.

(8) Geography. The student understands how humans use and modify the physical environment. The student is expected to:

(A) identify ways in which people depend on the physical environment, including natural resources, to meet basic needs;

(B) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development, and mining coal;

(C) identify consequences of human modification of the physical environment such as the use of irrigation to improve crop yields; and

(D) identify ways people can conserve and replenish natural resources..

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

(A) explain how work provides income to purchase goods and services; and

(B) explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money, and where to live and work.

(10) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:

(A) distinguish between producing and consuming;

(B) identify ways in which people are both producers and consumers; and

(C) trace the development of a product from a natural resource to a finished product.

(11) Government. The student understands the purpose of governments. The student is expected to:

(A) identify functions of governments;

(B) identify some governmental services in the community such as libraries, schools, and parks and explain their value to the community; and

(C) describe how governments establish order, provide security, and manage conflict.

(12) Government. The student understands the role of public officials. The student is expected to:

(A) compare the roles of public officials including mayor, governor, and president; and

(B) identify ways that public officials are selected, including election and appointment to office.

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

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

(B) identify historic figures such as Florence Nightingale, Paul Revere, and Sojourner Truth who have exemplified good citizenship; and

(C) identify ordinary people who exemplify good citizenship.

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

(A) identify selected patriotic songs such as *America the Beautiful*;

(B) identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam; and

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

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

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

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

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

(A) describe how science and technology have changed communication, transportation, and recreation; and

(B) explain how science and technology have changed the ways in which people meet basic needs.

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

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

(B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer software, literature, reference sources, and artifacts;

(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information;

(D) sequence and categorize information; and

(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.

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

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

(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.

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

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

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

§113.5. *Social Studies, Grade 3.*

(a) Introduction.

(1) In Grade 3, students learn how 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, 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; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include the legend of Paul Bunyan. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

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

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

(b) Knowledge and skills.

(1) History. The student understands how 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 over time;

(B) identify individuals such as Pierre-Charles L'Enfant who have helped to shape communities; and

(C) describe how individuals such as Christopher Columbus and Meriwether Lewis and William Clark have contributed to the expansion of existing communities or to the creation of new communities.

(2) History. The student understands common characteristics of communities, past and present. The student is expected to:

(A) identify reasons people have formed communities, including a need for security, law, and material well-being; and

(B) compare ways in which people in the local community and communities around the world meet their needs for government, education, communication, transportation, and recreation, over time and in the present.

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

(A) use vocabulary related to chronology, including ancient and modern times and past, present, and future times;

(B) create and interpret timelines; and

(C) describe historical times in terms of years, decades, and centuries.

(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:

(A) describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards;

(B) compare how people in different communities adapt to or modify the physical environment;

(C) describe the effects of physical and human processes in shaping the landscape; and

(D) identify and compare the human characteristics of selected regions.

(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:

(A) use cardinal and intermediate directions to locate places such as the Amazon River, Himalayan Mountains, and Washington D.C. on maps and globes;

(B) use a scale to determine the distance between places on maps and globes;

(C) identify and use the compass rose, grid, and symbols to locate places on maps and globes; and

(D) draw maps of places and regions that contain map elements including a title, compass rose, legend, scale, and grid system.

(6) Economics. The student understands the purposes of spending and saving money. The student is expected to:

(A) identify ways of earning, spending, and saving money; and

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

(7) Economics. The student understands the concept of an economic system. The student is expected to:

(A) define and identify examples of scarcity;

(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services;

(C) explain the impact of scarcity on interdependence within and among communities; and

(D) explain the concept of a free market.

(8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:

(A) give examples of how a simple business operates;

(B) explain how supply and demand affect the price of a good or service;

(C) explain how the cost of production and selling price affect profits; and

(D) identify historic figures, such as Henry Ford, and ordinary people in the community who have started new businesses.

(9) Government. The student understands the basic structure and functions of local government. The student is expected to:

(A) describe the basic structure of government in the local community;

(B) identify services commonly provided by local governments;

(C) identify local government officials and explain how they are chosen;

(D) explain how local government services are financed; and

(E) explain the importance of the consent of the governed to the functions of local government.

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

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

(B) identify historic figures such as Jane Addams, Helen Keller, and Harriet Tubman who have exemplified good citizenship;

(C) identify and explain the importance of acts of civic responsibility, including obeying laws and voting; and

(D) identify ordinary people who exemplify good citizenship.

(11) Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society. The student is expected to:

(A) give examples of community changes that result from individual or group decisions;

(B) identify examples of actions individuals and groups can take to improve the community; and

(C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.

(12) Culture. The student understands ethnic and/or cultural celebrations of the United States and other nations. The student is expected to:

(A) explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States, and other nations such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa; and

(B) compare ethnic and/or cultural celebrations in Texas, the United States, and other nations.

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

(A) identify the heroic deeds of state and national heroes such as Daniel Boone and Davy Crockett;

(B) retell the heroic deeds of characters from American folktales and legends such as Pecos Bill and Paul Bunyan;

(C) retell the heroic deeds of characters of Greek and Roman myths; and

(D) identify how selected fictional characters such as Robinson Crusoe created new communities.

(14) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:

(A) identify selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from communities around the world; and

(B) explain the significance of selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage to communities around the world.

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

(A) identify scientists and inventors such as Louis Daguerre, Cyrus McCormick, Louis Pasteur, and Jonas Salk who have created or invented new technology; and

(B) identify the impact of new technology in photography, farm equipment, pasteurization, and medical vaccines on communities around the world.

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

(A) obtain information, including historical and geographic data about the community, using a variety of print, oral, visual, and computer sources;

(B) sequence and categorize information;

(C) interpret oral, visual, and print material by identifying the main idea, identifying cause and effect, and comparing and contrasting;

(D) use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information;

(E) interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps; and

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

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

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

(B) create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas; and

(C) use standard grammar, spelling, sentence structure, and punctuation.

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

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

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

§113.6. *Social Studies, Grade 4.*

(a) Introduction.

(1) In Grade 4, students examine the history of Texas from the early beginnings to the present within the context of influences of the Western Hemisphere. Historical content focuses on Texas history including the Texas revolution, establishment of the Republic of Texas, and subsequent annexation to the United States. Students discuss important issues, events, and individuals of the 19th and 20th centuries. Students conduct a thorough study of regions in Texas and the Western Hemisphere that result from human activity and from physical features. A focus on the location, distribution, and patterns of economic activities and of settlement in Texas further enhances the concept of regions. Students describe how early Native Americans in Texas and the Western Hemisphere met their basic economic needs and identify economic motivations for European exploration and colonization and reasons for the establishment of Spanish missions. Students explain how Native Americans governed themselves and identify characteristics of Spanish and Mexican colonial governments in Texas. Students recite and explain the meaning of the Pledge to the Texas Flag. Students identify the contributions of people of various racial, ethnic, and religious groups

to Texas and describe the impact of science and technology on life in the state. Students use critical-thinking skills to identify cause-and-effect relationships, compare and contrast, and make generalizations and predictions.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies; novels; speeches and letters; and poetry, songs, and artworks is encouraged. Selections may include a children's biography of Stephen F. Austin. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

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

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

(b) Knowledge and skills.

(1) History. The student understands the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European exploration. The student is expected to:

(A) identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived; and

(B) compare the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration.

(2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to:

(A) summarize reasons for European exploration and settlement of Texas and the Western Hemisphere;

(B) identify the accomplishments of significant explorers such as Cabeza de Vaca; Christopher Columbus; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle and explain their impact on the settlement of Texas;

(C) explain when, where, and why the Spanish established Catholic missions in Texas;

(D) identify the accomplishments of significant empresarios including Moses Austin, Stephen F. Austin, and Martín de León and explain their impact on the settlement of Texas; and

(E) identify the impact of Mexico's independence from Spain on the events in Texas.

(3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:

(A) analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto;

(B) describe the successes and problems of the Republic of Texas;

(C) explain the events that led to the annexation of Texas to the United States;

(D) explain the impact of the Mexican War on Texas; and

(E) identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, and Anson Jones.

(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:

(A) describe the impact of the Civil War and Reconstruction on Texas;

(B) explain the growth and development of the cattle and oil industries;

(C) identify the impact of railroads on life in Texas, including changes to cities and major industries; and

(D) describe the effects of political, economic, and social changes on Native Americans in Texas.

(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:

(A) identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, and the growth of aerospace and other technology industries; and

(B) identify the accomplishments of notable individuals such as Henry Cisneros, Miriam A. Ferguson, Audie Murphy, Cleto Rodríguez, and John Tower.

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and

(B) translate geographic data into a variety of formats such as raw data to graphs and maps.

(7) Geography. The student understands the concept of regions. The student is expected to:

(A) describe a variety of regions in Texas and the Western Hemisphere such as political, population, and economic regions that result from patterns of human activity;

(B) describe a variety of regions in Texas and the Western Hemisphere such as landform, climate, and vegetation regions that result from physical characteristics; and

(C) compare the regions of Texas with regions of the United States and other parts of the world.

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A) identify clusters of settlement in Texas and explain their distribution;

(B) explain patterns of settlement at different time periods in Texas;

(C) describe the location of cities in Texas and explain their distribution, past and present; and

(D) explain the geographic factors that influence patterns of settlement and the distribution of population in Texas, past and present.

(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe ways people have adapted to and modified their environment in Texas, past and present;

(B) identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs; and

(C) analyze the consequences of human modification of the environment in Texas, past and present.

(10) Economics. The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere. The student is expected to:

(A) explain the economic patterns of various early Native-American groups in Texas and the Western Hemisphere; and

(B) explain the economic patterns of early European immigrants to Texas and the Western Hemisphere.

(11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:

(A) identify the economic motivations for European exploration and settlement in Texas and the Western Hemisphere; and

(B) identify the economic motivations for Anglo-American colonization in Texas.

(12) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:

(A) describe the development of the free enterprise system in Texas;

(B) describe how the free enterprise system works in Texas; and

(C) give examples of the benefits of the free enterprise system in Texas.

(13) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

(A) explain how people in different regions of Texas earn their living, past and present;

(B) explain how geographic factors have influenced the location of economic activities in Texas;

(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of Texas;

(D) describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;

(E) explain how developments in transportation and communication have influenced economic activities in Texas; and

(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.

(14) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:

(A) identify ways in which technological changes have resulted in increased interdependence among Texas, the United States, and the world;

(B) identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world; and

(C) explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.

(15) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:

(A) compare how selected Native-American groups governed themselves; and

(B) identify characteristics of Spanish and Mexican colonial governments and their influence on inhabitants of Texas.

(16) Government. The student understands important ideas in historic documents of Texas. The student is expected to:

(A) identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and the Treaty of Velasco; and

(B) identify and explain the basic functions of the three branches of state government.

(17) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:

(A) explain the meaning of selected patriotic symbols and landmarks of Texas, including the six flags over Texas, San José Mission, and the San Jacinto Monument;

(B) sing or recite *Texas, Our Texas* ;

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

(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.

(18) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:

(A) explain how individuals can participate voluntarily in civic affairs at state and local levels;

(B) explain the role of the individual in state and local elections;

(C) identify the importance of historical figures such as Sam Houston, Barbara Jordan, and Lorenzo de Zavala who modeled active participation in the democratic process; and

(D) explain how to contact elected and appointed leaders in state and local governments.

(19) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) identify leaders in state and local governments, including the governor, selected members of the Texas Legislature, and Texans who have been President of the United States, and their political parties; and

(B) identify leadership qualities of state and local leaders, past and present.

(20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:

(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas;

(B) identify customs, celebrations, and traditions of various culture groups in Texas; and

(C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas.

(21) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:

(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, and Patillo Higgins and their contributions;

(B) describe how scientific discoveries and technological innovations have benefited individuals, businesses, and society in Texas; and

(C) predict how future scientific discoveries and technological innovations might affect life in Texas.

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

(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue or topic;

(E) identify the elements of frame of reference that influenced the participants in an event; and

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

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

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communication;

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

(E) use standard grammar, spelling, sentence structure, and punctuation.

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

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

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

§113.7. *Social Studies, Grade 5.*

(a) Introduction.

(1) In Grade 5, students learn about the history of the United States from its early beginnings to the present with a focus on colonial times through the 20th century. Historical content includes the colonial and revolutionary periods, the establishment of the United States, and issues that led to the Civil War. An overview of major events and significant individuals of the late-19th century and the 20th century is provided. Students learn about a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students recite and explain the meaning of the Pledge of Allegiance. Students examine the importance of effective leadership in a democratic society and identify important leaders in the national government.

Students examine fundamental rights guaranteed in the Bill of Rights. Students describe customs and celebrations of various racial, ethnic, and religious groups in the nation and identify the contributions of famous inventors and scientists. Students use critical-thinking skills including sequencing, categorizing, and summarizing information and drawing inferences and conclusions.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies; novels; speeches and letters; and poetry, songs, and artworks is encouraged. Selections may include *Yankee Doodle*. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

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

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

(b) Knowledge and skills.

(1) History. The student understands the causes and effects of European colonization in the United States. The student is expected to:

(A) explain when, where, and why groups of people colonized and settled in the United States; and

(B) describe the accomplishments of significant colonial leaders such as Anne Hutchinson, William Penn, John Smith, and Roger Williams.

(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:

(A) identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington;

(B) analyze the causes and effects of events prior to and during the American Revolution such as the Boston Tea Party; and

(C) summarize the results of the American Revolution, including the establishment of the United States and the origins of U.S. military institutions.

(3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:

(A) identify the contributions of individuals including James Madison and Roger Sherman who helped create the U.S. Constitution; and

(B) summarize the events that led to the creation of the U.S. Constitution.

(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:

(A) identify changes in society resulting from the Industrial Revolution and explain how these changes led to conflict among sections of the United States;

(B) identify reasons people moved west;

(C) identify examples of U.S. territorial expansion;

(D) describe the causes and effects of the Civil War;

(E) explain the reasons for and rights provided by the 13th, 14th, and 15th amendments to the U.S. Constitution;

(F) explain how industry and the mechanization of agriculture changed the American way of life; and

(G) identify the challenges, opportunities, and contributions of people from selected Native- American and immigrant groups.

(5) History. The student understands important issues, events, and individuals of the 20th century in the United States. The student is expected to:

(A) analyze various issues and events of the 20th century such as urbanization, industrialization, increased use of oil and gas, world wars, and the Great Depression; and

(B) identify the accomplishments of notable individuals such as Carrie Chapman Catt, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Colin Powell, and Franklin D. Roosevelt who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and

(B) translate geographic data into a variety of formats such as raw data to graphs and maps.

(7) Geography. The student understands the concept of regions. The student is expected to:

(A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;

(B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics; and

(C) locate the fifty states on a map and identify regions such as New England and the Great Plains made up of various groups of states.

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A) identify and describe the types of settlement and patterns of land use in the United States;

(B) describe clusters of settlement in the United States and explain their distribution;

(C) analyze the location of cities in the United States, including capital cities, and explain their distribution, past and present; and

(D) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present.

(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe ways people have adapted to and modified their environment in the United States, past and present;

(B) identify reasons why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs; and

(C) analyze the consequences of human modification of the environment in the United States, past and present.

(10) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:

(A) explain the economic patterns of various early Native-American groups in the United States; and

(B) explain the economic patterns of early European colonists.

(11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:

(A) identify the economic motivations for European exploration and settlement in the United States; and

(B) identify major industries of colonial America.

(12) Economics. The student understands the characteristics and benefits of the free enterprise system in the United States. The student is expected to:

(A) describe the development of the free enterprise system in colonial America and the United States;

(B) describe how the free enterprise system works in the United States; and

(C) give examples of the benefits of the free enterprise system in the United States.

(13) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:

(A) explain how supply and demand affects consumers in the United States; and

(B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.

(14) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:

(A) analyze how people in different parts of the United States earn a living, past and present;

(B) identify and explain how geographic factors have influenced the location of economic activities in the United States;

(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States;

(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States;

(E) analyze how developments in transportation and communication have influenced economic activities in the United States; and

(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.

(15) Government. The student understands how people organized governments in colonial America. The student is expected to:

(A) compare the systems of government of early European colonists; and

(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.

(16) Government. The student understands important ideas in the Declaration of Independence and the U.S. Constitution. The student is expected to:

(A) identify the purposes and explain the importance of the Declaration of Independence; and

(B) explain the purposes of the U.S. Constitution as identified in the Preamble to the Constitution.

(17) Government. The student understands the framework of government created by the U.S. Constitution. The student is expected to:

(A) identify and explain the basic functions of the three branches of government;

(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and

(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.

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

(A) explain selected patriotic symbols and landmarks such as the Statue of Liberty and the White House and political symbols such as the donkey and elephant;

(B) sing or recite *The Star-Spangled Banner* and explain its history;

(C) recite and explain the meaning of the Pledge of Allegiance; and

(D) describe the origins and significance of national celebrations such as Memorial Day, Labor Day, and Columbus Day.

(19) Citizenship. The student understands the importance of individual participation in the democratic process. The student is expected to:

(A) explain how individuals can participate in civic affairs and political parties at the national level;

(B) analyze the role of the individual in national elections;

(C) identify significant individuals such as César Chávez and Benjamin Franklin who modeled active participation in the democratic process; and

(D) explain how to contact elected and appointed leaders in the national governments.

(20) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) identify leaders in the national governments, including the president and selected members of Congress, and their political parties; and

(B) identify and compare leadership qualities of national leaders, past and present.

(21) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:

(A) summarize the reasons for the creation of the Bill of Rights;

(B) describe important individual rights including freedom of religion, speech, and press and the right to assemble and petition the government;

(C) describe important due process rights including trial by jury and the right to an attorney; and

(D) summarize selected amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.

(22) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

(A) identify significant examples of art, music, and literature from various periods in U.S. history; and

(B) explain how examples of art, music, and literature reflect the times during which they were created.

(23) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:

(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States;

(B) describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in the United States; and

(C) summarize the contributions of people of selected racial, ethnic, and religious groups to our national identity.

(24) Science, technology, and society. The student understands the impact of science and technology on life in the United States. The student is expected to:

(A) describe the contributions of famous inventors and scientists such as Neil Armstrong, John J. Audubon, Benjamin Banneker, Clarence Birdseye, George Washington Carver, Thomas Edison, and Carl Sagan;

(B) identify how scientific discoveries and technological innovations such as the transcontinental railroad, the discovery of oil, and the rapid growth of technology industries have advanced the economic development of the United States;

(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States;

(D) analyze environmental changes brought about by scientific discoveries and technological innovations such as air conditioning and fertilizers; and

(E) predict how future scientific discoveries and technological innovations could affect life in the United States.

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

(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue or topic;

(E) identify the elements of frame of reference that influenced the participants in an event; and

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

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

- (A) use social studies terminology correctly;
- (B) incorporate main and supporting ideas in verbal and written communication;
- (C) express ideas orally based on research and experiences;
- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and
- (E) use standard grammar, spelling, sentence structure, and punctuation.

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

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

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

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Associate Commissioner, Policy Planning and Research
Texas Education Agency

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For further information, please call: (512) 463-9701



Subchapter B. Middle School

19 TAC §§113.21-113.24

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the foundation curriculum.

§113.22. *Social Studies, Grade 6.*

(a) Introduction.

(1) In Grade 6, students study people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of selected societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as

government, education, and religious institutions. Students explain how the level of technology affects the development of the selected societies and identify different points of view about selected events.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artworks is encouraged. Selections may include *Sadako and the Thousand Paper Cranes*. Motivating resources are also available from museums, art galleries, and historical sites.

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

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

(b) Knowledge and skills.

(1) History. The student understands that historical events influence contemporary events. The student is expected to:

(A) describe characteristics of selected contemporary societies such as Bosnia and Northern Ireland that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and

(B) analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and current conditions.

(2) History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:

(A) explain the significance of individuals or groups from selected societies, past and present; and

(B) describe the influence of individual and group achievement on selected historical or contemporary societies.

(3) Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:

(A) create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities;

(B) pose and answer questions about geographic distributions and patterns for selected world regions and countries shown on maps, graphs, charts, models, and databases; and

(C) compare selected world regions and countries using data from maps, graphs, charts, databases, and models.

(4) Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:

(A) locate major historical and contemporary societies on maps and globes;

(B) identify and explain the geographic factors responsible for patterns of population in places and regions;

(C) explain ways in which human migration influences the character of places and regions; and

(D) identify and explain the geographic factors responsible for the location of economic activities in places and regions.

(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:

(A) explain factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development and foreign policies of societies; and

(B) identify geographic factors that influence a society's ability to control territory and that shape the domestic and foreign policies of the society.

(6) Geography. The student understands the impact of physical processes on patterns in the environment. The student is expected to:

(A) describe and explain how physical processes such as erosion, ocean circulation, and earthquakes have resulted in physical patterns on Earth's surface;

(B) describe and explain the physical processes that produce renewable and nonrenewable natural resources such as fossil fuels, fertile soils, and timber; and

(C) analyze the effects of physical processes and the physical environment on humans.

(7) Geography. The student understands the impact of interactions between people and the physical environment on the development of places and regions. The student is expected to:

(A) identify and analyze ways people have adapted to the physical environment in selected places and regions;

(B) identify and analyze ways people have modified the physical environment; and

(C) describe ways in which technology influences human capacity to modify the physical environment.

(8) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:

(A) compare ways in which various societies organize the production and distribution of goods and services;

(B) identify and differentiate among traditional, market, and command economies in selected contemporary societies, including the benefits of the U.S. free enterprise system; and

(C) explain the impact of scarcity on international trade and economic interdependence among societies.

(9) Economics. The student understands the role factors of production play in a society's economy. The student is expected to:

(A) describe ways in which factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of selected contemporary societies; and

(B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply.

(10) Economics. The student understands categories of economic activities and the means used to measure a society's economic level. The student is expected to:

(A) define and give examples of primary, secondary, tertiary, and quaternary industries; and

(B) describe and measure levels of economic development using various indicators such as individual purchasing power, life expectancy, and literacy.

(11) Government. The student understands the concepts of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and non-democratic governments. The student is expected to:

(A) describe characteristics of limited and unlimited governments;

(B) identify examples of limited and unlimited governments;

(C) identify reasons for limiting the power of government; and

(D) compare limited and unlimited governments.

(12) Government. The student understands alternative ways of organizing governments. The student is expected to:

(A) identify alternative ways of organizing governments such as rule by one, few, or many;

(B) identify examples of governments with rule by one, few, or many;

(C) identify historical origins of democratic forms of government; and

(D) compare how governments function in selected world societies such as China, Germany, India, and Russia.

(13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:

(A) describe roles and responsibilities of citizens in selected contemporary societies including the United States;

(B) explain how opportunities for citizens to participate in and influence the political process vary among selected contemporary societies; and

(C) compare the role of citizens in the United States with the role of citizens from selected democratic and nondemocratic contemporary societies.

(14) Citizenship. The student understands the relationship among individual rights, responsibilities, and freedoms in democratic societies. The student is expected to:

(A) identify and explain the importance of voluntary civic participation in democratic societies; and

(B) explain relationships among rights and responsibilities in democratic societies.

(15) Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to:

(A) define the concepts of culture and culture region;

(B) describe some traits that define cultures;

(C) analyze the similarities and differences among selected world societies; and

(D) identify and explain examples of conflict and cooperation between and among cultures within selected societies such as Belgium, Canada, and Rwanda.

(16) Culture. The student understands that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another. The student is expected to:

(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions; and

(B) compare characteristics of institutions in selected contemporary societies.

(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:

(A) explain aspects that link or separate cultures and societies;

(B) explain the impact of political boundaries that cut across culture regions;

(C) analyze how culture traits spread;

(D) explain why cultures borrow from each other;

(E) evaluate how cultural borrowing affects world cultures; and

(F) evaluate the consequences of improved communication among cultures.

(18) Culture. The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them. The student is expected to:

(A) explain the relationships that exist between societies and their architecture, art, music, and literature;

(B) relate ways in which contemporary expressions of culture have been influenced by the past;

(C) describe ways in which societal issues influence creative expressions; and

(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes.

(19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:

(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and

(B) explain the significance of religious holidays and observances such as Christmas and Easter, Ramadan, and Yom Kippur and Rosh Hashanah in selected contemporary societies.

(20) Science, technology, and society. The student understands the relationships among science and technology and political, economic, and social issues and events. The student is expected to:

(A) give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world;

(B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology from place to place, culture to culture, and society to society; and

(C) make predictions about future social, economic, and environmental consequences that may result from future scientific discoveries and technological innovations.

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

(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about selected world cultures;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue or topic;

(E) identify the elements of frame of reference that influenced participants in an event; and

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

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

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communication;

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

(E) use standard grammar, spelling, sentence structure, and punctuation.

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

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

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

§113.23. *Social Studies, Grade 7.*

(a) Introduction.

(1) In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including the cultures of Native Americans living in Texas prior to European exploration and the eras of mission-building, colonization, revolution, republic, and statehood. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations such as barbed wire and the oil and gas industries on the development of Texas. Students use primary and secondary sources to acquire information about Texas.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies and autobiographies; novels; speeches, letters, and diaries; and poetry, songs, and artworks is encouraged. Selections may include a biography of Barbara Jordan or Lorenzo de Zavala and William B. Travis' letter "To the People of Texas and All Americans in the World." Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

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

(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade

level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).

(b) Knowledge and skills.

(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:

(A) identify the major eras in Texas history and describe their defining characteristics;

(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and

(C) explain the significance of the following dates: 1519, 1718, 1821, 1836, 1845, and 1861.

(2) History. The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas. The student is expected to:

(A) compare the cultures of Native Americans in Texas prior to European colonization;

(B) identify important individuals, events, and issues related to European exploration and colonization of Texas, including the establishment of Catholic missions;

(C) identify the contributions of significant individuals including Moses Austin, Stephen F. Austin, and Juan Seguín during the colonization of Texas;

(D) identify the impact of the Mexican federal Constitution of 1824 on events in Texas;

(E) trace the development of events that led to the Texas Revolution, including the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin; and

(F) contrast Spanish and Anglo purposes for and methods of settlement in Texas.

(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:

(A) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, and William B. Travis; and

(B) explain the issues surrounding significant events of the Texas Revolution, including the battle of Gonzales, the siege of the Alamo, the convention of 1836, Fannin's surrender at Goliad, and the battle of San Jacinto.

(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:

(A) identify individuals, events, and issues during the Republic of Texas and early Texas statehood, including annexation, Sam Houston, Anson Jones, Mirabeau B. Lamar, problems of the Republic of Texas, the Texas Rangers, the Mexican War, and the Treaty of Guadalupe-Hidalgo; and

(B) analyze the causes of and events leading to Texas statehood.

(5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:

(A) explain reasons for the involvement of Texas in the Civil War; and

(B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.

(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:

(A) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on Native Americans, the development of the cattle industry from its Spanish beginnings, the myth and realities of the cowboy way of life, the effects of the growth of railroads, the buffalo soldiers, James Hogg, Cynthia Parker, and Spindletop; and

(B) explain the political, economic, and social impact of the cattle and oil industries and the development of West Texas resulting from the close of the frontier.

(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th century. The student is expected to:

(A) define the impact of "boom and bust" and trace the boom-and-bust cycle of leading Texas industries throughout the 20th century, including farming, oil and gas, cotton, cattle ranching, real estate, and banking;

(B) evaluate the Progressive and other reform movements in Texas in the 19th and 20th centuries;

(C) trace the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James Farmer, Hector P. García, Oveta Culp Hobby, and Lyndon B. Johnson;

(D) analyze the political, economic, and social impact of major wars, including World War I and World War II, on the history of Texas;

(E) trace the emergence of the two-party system in Texas during the second half of the 20th century.

(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) create thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th and 20th centuries; and

(B) pose and answer questions about geographic distributions and patterns in Texas during the 19th and 20th centuries.

(9) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:

(A) locate places and regions of importance in Texas during the 19th and 20th centuries;

(B) compare places and regions of Texas in terms of physical and human characteristics; and

(C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.

(10) Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th and 20th centuries. The student is expected to:

(A) identify ways in which Texans have adapted to and modified the environment and analyze the consequences of the modifications; and

(B) explain ways in which geographic factors have affected the political, economic, and social development of Texas.

(11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th and 20th centuries. The student is expected to:

(A) analyze why immigrant groups came to Texas and where they settled;

(B) analyze how immigration and migration to Texas in the 19th and 20th centuries have influenced Texas;

(C) analyze the effects of the changing population distribution in Texas during the 20th century; and

(D) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.

(12) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:

(A) explain economic factors that led to the urbanization of Texas;

(B) trace the development of major industries that contributed to the urbanization of Texas; and

(C) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.

(13) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:

(A) analyze the impact of national and international markets and events on the production of goods and services in Texas;

(B) analyze the impact of economic phenomena within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas; and

(C) analyze the impact of significant industries in Texas such as oil and gas, aerospace, and medical technology on local, national, and international markets.

(14) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:

(A) identify how the Texas Constitution reflects the principles of limited government, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and

(B) identify the influence of ideas from the U.S. Constitution on the Texas Constitution.

(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:

(A) describe the structure and functions of government at municipal, county, and state levels;

(B) identify major sources of revenue for state and local governments; and

(C) describe the structure and governance of Texas public education.

(16) Citizenship. The student understands the rights and responsibilities of Texas citizens. The student is expected to:

(A) summarize the rights guaranteed in the Texas Bill of Rights; and

(B) identify civic responsibilities of Texas citizens.

(17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:

(A) identify different points of view of political parties and interest groups on important Texas issues;

(B) describe the importance of free speech and press in a democratic society; and

(C) express and defend a point of view on an issue of historical or contemporary interest in Texas.

(18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been President of the United States; and

(B) analyze the contributions of Texas leaders such as Henry B. González, Phil Gramm, Barbara Jordan, and Sam Rayburn.

(19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:

(A) explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances;

(B) describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture; and

(C) identify examples of Spanish influence on place names such as Amarillo and Río Grande and on vocabulary in Texas, including words that originated from the Spanish cattle industry.

(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:

(A) compare types and uses of technology, past and present;

(B) identify Texas leaders in science and technology such as Roy Bedichek, Walter Cunningham, Michael DeBakey, and C.M. "Dad" Joiner;

(C) analyze the effects of scientific discoveries and technological innovations, such as barbed wire, the windmill, and oil, gas, and aerospace industries, on the developments of Texas;

(D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land;

(E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world; and

(F) make predictions about economic, social, and environmental consequences that may result from future scientific discoveries and technological innovations.

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

(A) differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;

(E) support a point of view on a social studies issue or event;

(F) identify bias in written, oral, and visual material;

(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and

(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

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

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D) create written, oral, and visual presentations of social studies information.

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

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

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

§113.24. *Social Studies, Grade 8.*

(a) Introduction.

(1) In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The knowledge and skills in subsection (b) of this section comprise the first part of a two-year study of U.S. history. The second part, comprising U.S. history since Reconstruction to the present, is provided in §113.32 of this title (relating to United States History Studies Since Reconstruction (One Credit)). The content builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early Republic, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the Republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a democratic society. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution and the Declaration of Independence; landmark cases of the U.S. Supreme Court; biographies and autobiographies; novels; speeches, letters, and diaries; and poetry, songs, and artworks is encouraged. Selections may include excerpts from the letters of John and Abigail Adams, an excerpt from the Seneca Falls Declaration of Sentiments and Resolutions, and poems of the Civil War era. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes with the history and geography strands establishing a sense of time and a sense of place. Skills listed in the geography and

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

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

(b) Knowledge and skills.

(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:

(A) identify the major eras in U.S. history through 1877 and describe their defining characteristics;

(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and

(C) explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865.

(2) History. The student understands the causes of exploration and colonization eras. The student is expected to:

(A) identify reasons for European exploration and colonization of North America; and

(B) compare political, economic, and social reasons for establishment of the 13 colonies.

(3) History. The student understands the foundations of representative government in the United States. The student is expected to:

(A) explain the reasons for the growth of representative government and institutions during the colonial period;

(B) evaluate the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and

(C) describe how religion contributed to the growth of representative government in the American colonies.

(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:

(A) analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War;

(B) explain the roles played by significant individuals during the American Revolution, including Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;

(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing

the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; and signing the Treaty of Paris; and

(D) analyze the issues of the Philadelphia Convention of 1787, including major compromises and arguments for and against ratification.

(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the Republic. The student is expected to:

(A) describe major domestic problems faced by the leaders of the new Republic such as maintaining national security, creating a stable economic system, setting up the court system, and defining the authority of the central government;

(B) summarize arguments regarding protective tariffs, taxation, and the banking system;

(C) explain the origin and development of American political parties;

(D) explain the causes of and issues surrounding important events of the War of 1812;

(E) trace the foreign policies of Presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;

(F) explain the impact of the election of Andrew Jackson, including the beginning of the modern Democratic Party; and

(G) analyze federal and state Indian policies and the removal and resettlement of Cherokee Indians during the Jacksonian era.

(6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:

(A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;

(B) explain the political, economic, and social roots of Manifest Destiny;

(C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation;

(D) explain the major issues and events of the Mexican War and their impact on the United States; and

(E) identify areas that were acquired to form the United States.

(7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:

(A) analyze the impact of tariff policies on sections of the United States before the Civil War;

(B) compare the effects of political, economic, and social factors on slaves and free blacks;

(C) analyze the impact of slavery on different sections of the United States; and

(D) compare the provisions and effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.

(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:

(A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln;

(B) explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter, the battles of Gettysburg and Vicksburg, the announcement of the Emancipation Proclamation, the assassination of Lincoln, and Lee's surrender at Appomattox Court House; and

(C) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address.

(9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:

(A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;

(B) describe the economic difficulties faced by the United States during Reconstruction; and

(C) explain the social problems that faced the South during Reconstruction and evaluate their impact on different groups.

(10) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and

(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.

(11) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:

(A) locate places and regions of importance in the United States during the 18th and 19th centuries;

(B) compare places and regions of the United States in terms of physical and human characteristics; and

(C) analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States.

(12) Geography. The student understands the physical characteristics of the United States during the 18th and 19th centuries and how humans adapted to and modified the environment. The student is expected to:

(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries;

(B) describe the consequences of human modification of the physical environment of the United States; and

(C) describe how different immigrant groups interacted with the environment in the United States during the 18th and 19th centuries.

(13) Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:

(A) identify economic differences among different regions of the United States;

(B) explain reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery; and

(C) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.

(14) Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:

(A) analyze the War of 1812 as a cause of economic changes in the nation; and

(B) identify the economic factors that brought about rapid industrialization and urbanization.

(15) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:

(A) explain why a free enterprise system of economics developed in the new nation; and

(B) describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.

(16) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:

(A) identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, the Federalist Papers, and selected anti-federalist writings on the U.S. system of government;

(B) summarize the strengths and weaknesses of the Articles of Confederation;

(C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights; and

(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

(17) Government. The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:

(A) summarize the purposes for and processes of changing the U.S. Constitution;

(B) describe the impact of 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States; and

(C) identify the origin of judicial review and analyze examples of congressional and presidential responses.

(18) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:

(A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and

(B) describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.

(19) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:

(A) summarize the issues, decisions, and significance of landmark Supreme Court cases including *Marbury v. Madison*, *McCulloch v. Maryland*, and *Gibbons v. Ogden*; and

(B) evaluate the impact of selected landmark Supreme Court decisions including *Dred Scott v. Sandford* on life in the United States.

(20) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:

(A) define and give examples of unalienable rights;

(B) summarize rights guaranteed in the Bill of Rights;

(C) explain the importance of personal responsibilities such as accepting responsibility for one's behavior and supporting one's family;

(D) identify examples of responsible citizenship, including obeying rules and laws, voting, and serving on juries;

(E) summarize the criteria and explain the process for becoming a naturalized citizen of the United States; and

(F) explain how the rights and responsibilities of U.S. citizens reflect our national identity.

(21) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:

(A) explain the role of significant individuals such as William Penn in the development of self-government in colonial America;

(B) evaluate the contributions of the Founding Fathers as models of civic virtue; and

(C) identify reasons for and the impact of selected examples of civil disobedience in U.S. history such as Henry David Thoreau's refusal to pay a tax.

(22) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:

(A) identify different points of view of political parties and interest groups on important historical and contemporary issues;

(B) describe the importance of free speech and press in a democratic society; and

(C) summarize a historical event in which compromise resulted in a peaceful resolution.

(23) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) analyze the leadership qualities of elected and appointed leaders of the United States such as Abraham Lincoln, John Marshall, and George Washington; and

(B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, and Elizabeth Cady Stanton.

(24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:

(A) identify selected racial, ethnic, and religious groups that settled in the United States and their reasons for immigration;

(B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs;

(C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved;

(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and

(E) identify the political, social, and economic contributions of women to American society.

(25) Culture. The student understands the major reform movements of the 19th century. The student is expected to:

(A) describe the historical development of the abolitionist movement; and

(B) evaluate the impact of reform movements including public education, temperance, women's rights, prison reform, and care of the disabled.

(26) Culture. The student understands the impact of religion on the American way of life. The student is expected to:

(A) trace the development of religious freedom in the United States;

(B) describe religious influences on immigration and on social movements, including the impact of the first and second Great Awakenings; and

(C) analyze the impact of the first amendment guarantees of religious freedom on the American way of life.

(27) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

(A) describe developments in art, music, literature, drama, and other cultural activities in the history of the United States;

(B) analyze the relationship between fine arts and continuity and change in the American way of life; and

(C) identify examples of American art, music, and literature that transcend American culture and convey universal themes.

(28) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:

(A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and the Bessemer steel process;

(B) analyze the impact of transportation systems on the growth, development, and urbanization of the United States;

(C) analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally; and

(D) explain how technological innovations led to rapid industrialization.

(29) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:

(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history;

(B) describe how scientific ideas influenced technological developments during different periods in U.S. history; and

(C) identify examples of how industrialization changed life in the United States.

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

(A) differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants;

(E) support a point of view on a social studies issue or event;

(F) identify bias in written, oral, and visual material;

(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and

(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

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

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D) create written, oral, and visual presentations of social studies information.

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

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

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

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Criss Cloutd

Associate Commissioner, Policy Planning and Research

Texas Education Agency

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For further information, please call: (512) 463-9701



Subchapter C. High School

19 TAC §§113.31-113.39

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the foundation curriculum.

§113.32. *United States History Studies Since Reconstruction (One Credit).*

(a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.

(b) Introduction.

(1) In this course, which is the second part of a two-year study of U.S. history that begins in Grade 8, students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and the times during which they were created. Students analyze the impact of technological innovations on the American labor movement. Students use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies and autobiographies; landmark cases of the U.S. Supreme Court; novels; speeches, letters, and diaries; and poetry, songs, and artworks is encouraged. Selections may include a biography of Dwight Eisenhower, Upton Sinclair's *The Jungle*, and Martin Luther King's letter from the Birmingham City Jail. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes with the history and geography strands establishing a sense of time and a sense of place. Skills listed in the geography and social studies skills strands 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 disciplines and critical-thinking skills are taught together.

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

(c) Knowledge and skills.

(1) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:

(A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;

(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and

(C) explain the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, and 1957.

(2) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:

(A) analyze political issues such as Indian policies, the growth of political machines, and civil service reform;

(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, and the rise of big business; and

(C) analyze social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigrants.

(3) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:

(A) explain why significant events and individuals, including the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, and Theodore Roosevelt, moved the United States into the position of a world power;

(B) identify the reasons for U.S. involvement in World War I, including unrestricted submarine warfare;

(C) analyze significant events such as the battle of Argonne Forest and the impact of significant individuals including John J. Pershing during World War I; and

(D) analyze major issues raised by U.S. involvement in World War I, Wilson's Fourteen Points, and the Treaty of Versailles.

(4) History. The student understands the effects of reform and third party movements on American society. The student is expected to:

(A) evaluate the impact of Progressive Era reforms including initiative, referendum, recall, and the passage of the 16th and 17th amendments;

(B) evaluate the impact of reform leaders such as Susan B. Anthony, W.E.B. DuBois, and Robert LaFollette on American society; and

(C) evaluate the impact of third parties and their candidates such as Eugene Debs, H. Ross Perot, and George Wallace.

(5) History. The student understands significant individuals, events, and issues of the 1920s. The student is expected to:

(A) analyze causes and effects of significant issues such as immigration, the Red Scare, Prohibition, and the changing role of women; and

(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, and Charles A. Lindbergh.

(6) History. The student understands the impact of significant national and international decisions and conflicts from World War II and the Cold War to the present on the United States. The student is expected to:

(A) identify reasons for U.S. involvement in World War II, including the growth of dictatorships and the attack on Pearl Harbor;

(B) analyze major issues and events of World War II such as fighting the war on multiple fronts, the internment of Japanese-Americans, the Holocaust, the battle of Midway, the invasion of Normandy, and the development of and Harry Truman's decision to use the atomic bomb;

(C) explain the roles played by significant military leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, George Marshall, and George Patton;

(D) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, and the Berlin airlift;

(E) analyze the conflicts in Korea and Vietnam and describe their domestic and international effects;

(F) describe the impact of the GI Bill, the election of 1948, McCarthyism, and Sputnik I;

(G) analyze reasons for the Western victory in the Cold War and the challenges of changing relationships among nations; and

(H) identify the origins of major domestic and foreign policy issues currently facing the United States.

(7) History. The student understands the impact of the American civil rights movement. The student is expected to:

(A) trace the historical development of the civil rights movement in the 18th, 19th, and 20th centuries, including the 13th, 14th, 15th amendments;

(B) identify significant leaders of the civil rights movement, including Martin Luther King, Jr.;

(C) evaluate government efforts, including the Civil Rights Act of 1964, to achieve equality in the United States; and

(D) identify changes in the United States that have resulted from the civil rights movement such as increased participation of minorities in the political process.

(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and

(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.

(9) Geography. The student understands the impact of geographic factors on major events. The student is expected to:

(A) analyze the effects of physical and human geographic factors on major events including the building of the Panama Canal; and

(B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.

(10) Geography. The student understands the effects of migration and immigration on American society. The student is expected to:

(A) analyze the effects of changing demographic patterns resulting from migration within the United States; and

(B) analyze the effects of changing demographic patterns resulting from immigration to the United States.

(11) Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to:

(A) identify the effects of population growth and distribution and predict future effects on the physical environment; and

(B) trace the development of the conservation of natural resources, including the establishment of the National Park System and efforts of private nonprofit organizations.

(12) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:

(A) analyze the relationship between private property rights and the settlement of the Great Plains;

(B) compare the purpose of the Interstate Commerce Commission with its performance over time;

(C) describe the impact of the Sherman Antitrust Act on businesses;

(D) analyze the effects of economic policies including the Open Door Policy and Dollar Diplomacy on U.S. diplomacy; and

(E) describe the economic effects of international military conflicts, including the Spanish- American War and World War I, on the United States.

(13) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:

(A) analyze causes of economic growth and prosperity in the 1920s;

(B) analyze the causes of the Great Depression, including the decline in worldwide trade, the stock market crash, and bank failures;

(C) analyze the effects of the Great Depression on the U.S. economy and government;

(D) evaluate the effectiveness of New Deal measures in ending the Great Depression; and

(E) analyze how various New Deal agencies and programs such as the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and Social Security continue to affect the lives of U.S. citizens.

(14) Economics. The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to:

(A) describe the economic effects of World War II on the home front, including rationing, female employment, and the end of the Great Depression;

(B) identify the causes and effects of prosperity in the 1950s;

(C) describe the impact of the Cold War on the business cycle and defense spending;

(D) identify actions of government and the private sector to expand economic opportunities to all citizens; and

(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system.

(15) Government. The student understands changes in the role of government over time. The student is expected to:

(A) evaluate the impact of New Deal legislation on the historical roles of state and federal governments;

(B) explain the impact of significant international events such as World War I and World War II on changes in the role of the federal government;

(C) evaluate the effects of political incidents such as Teapot Dome and Watergate on the views of U.S. citizens concerning the role of the federal government; and

(D) predict the effects of selected contemporary legislation on the roles of state and federal governments.

(16) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:

(A) evaluate the impact of events, including the Gulf of Tonkin Resolution and the War Powers Act, on the relationship between the legislative and executive branches of government; and

(B) evaluate the impact of events, including Franklin Roosevelt's attempt to increase the number of U.S. Supreme Court justices, on the relationships among the legislative, executive, and judicial branches of government.

(17) Government. The student understands the impact of constitutional issues on American society in the 20th century. The student is expected to:

(A) analyze the effects of 20th-century landmark U.S. Supreme Court decisions such as *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and *Reynolds v. Sims*;

(B) analyze reasons for the adoption of 20th-century constitutional amendments.

(18) Citizenship. The student understands efforts to expand the democratic process. The student is expected to:

(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, protesting, court decisions, and amendments to the U.S. Constitution;

(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments; and

(C) explain how participation in the democratic process reflects our national identity.

(19) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) describe qualities of effective leadership;

(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Shirley Chisholm, and Franklin D. Roosevelt; and

(C) identify the contributions of Texans who have been President of the United States.

(20) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

(A) describe how the characteristics and issues of various eras in U.S. history have been reflected in works of art, music, and literature such as the paintings of Georgia O’Keeffe, rock and roll, and John Steinbeck’s *The Grapes of Wrath*;

(B) describe the impact of significant examples of cultural movements in art, music, and literature on American society, including the Harlem Renaissance;

(C) identify examples of American art, music, and literature that transcend American culture and convey universal themes;

(D) analyze the relationship between culture and the economy and identify examples such as the impact of the entertainment industry on the U.S. economy; and

(E) identify the impact of popular American culture on the rest of the world.

(21) Culture. The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contribute to our national identity. The student is expected to:

(A) explain actions taken by people from racial, ethnic, and religious groups to expand economic opportunities and political rights in American society;

(B) explain efforts of the Americanization movement to assimilate immigrants into American culture;

(C) analyze how the contributions of people of various racial, ethnic, and religious groups have helped to shape the national identity; and

(D) identify the political, social, and economic contributions of women to American society.

(22) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:

(A) explain the effects of scientific discoveries and technological innovations such as electric power, the telegraph and telephone, petroleum-based products, medical vaccinations, and computers on the development of the United States;

(B) explain how scientific discoveries and technological innovations such as those in agriculture, the military, and medicine resulted from specific needs; and

(C) analyze the impact of technological innovations on the nature of work, the American labor movement, and businesses.

(23) Science, technology, and society. The student understands the influence of scientific discoveries and technological

innovations on daily life in the United States. The student is expected to:

(A) analyze how scientific discoveries and technological innovations, including those in transportation and communication, have changed the standard of living in the United States; and

(B) explain how technological innovations in areas such as space exploration have led to other innovations that affect daily life and the standard of living.

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

(A) locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;

(D) use the process of historical inquiry to research, interpret, and use multiple sources of evidence;

(E) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;

(F) identify bias in written, oral, and visual material;

(G) support a point of view on a social studies issue or event; and

(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

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

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D) create written, oral, and visual presentations of social studies information.

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

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

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

§113.33. *World History Studies (One Credit).*

(a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.

(b) Introduction.

(1) World History Studies is the only course offering students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artworks is encouraged. Selections may include excerpts from Hammurabi's Code. Motivating resources are also available from museums, art galleries, and historical sites.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes with the history and geography strands establishing a sense of time and a sense of place. Skills listed in the geography and social studies skills strands 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 disciplines and critical-thinking skills are taught together.

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

(c) Knowledge and skills.

(1) History. The student understands traditional historical points of reference in world history. The student is expected to:

(A) identify the major eras in world history and describe their defining characteristics;

(B) identify changes that resulted from important turning points in world history such as the development of farming; the Mongol invasions; the development of cities; the European age of exploration and colonization; the scientific and industrial revolutions; the political revolutions of the 18th, 19th, and 20th centuries; and the world wars of the 20th century;

(C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and

(D) explain the significance of the following dates: 1066, 1215, 1492, 1789, 1914-1918, and 1939-1945.

(2) History. The student understands how the present relates to the past. The student is expected to:

(A) identify elements in a contemporary situation that parallel a historical situation; and

(B) describe variables in a contemporary situation that could result in different outcomes.

(3) History. The student understands how, as a result of the collapse of the Western Roman Empire, new political, economic, and social systems evolved, creating a new civilization in Western Europe. The student is expected to:

(A) compare medieval Europe with previous civilizations;

(B) describe the major characteristics of the political system of feudalism, the economic system of manorialism, and the authority exerted by the Roman Catholic Church; and

(C) identify the political, economic, and social impact of the Crusades.

(4) History. The student understands the influence of the European Renaissance and the Reformation eras. The student is expected to:

(A) identify the causes and characteristics of the European Renaissance and the Reformation eras; and

(B) identify the effects of the European Renaissance and the Reformation eras.

(5) History. The student understands causes and effects of European expansion beginning in the 16th century. The student is expected to:

(A) identify causes of European expansion beginning in the 16th century; and

(B) explain the political, economic, cultural, and technological influences of European expansion on both Europeans and non-Europeans, beginning in the 16th century.

(6) History. The student understands the major developments of civilizations of sub-Saharan Africa, Mesoamerica, Andean South America, and Asia. The student is expected to:

(A) summarize the major political and cultural developments of the civilizations of sub-Saharan Africa;

(B) summarize the major political, economic, and cultural developments of civilizations in Mesoamerica and Andean South America; and

(C) summarize the major political, economic, and cultural developments of civilizations in China, India, and Japan.

(7) History. The student understands the impact of political and economic imperialism throughout history. The student is expected to:

(A) analyze examples of major empires of the world such as the Aztec, British, Chinese, French, Japanese, Mongol, and Ottoman empires; and

(B) summarize effects of imperialism on selected societies.

(8) History. The student understands causes and effects of major political revolutions since the 17th century. The student is expected to:

(A) identify causes and evaluate effects of major political revolutions since the 17th century, including the English, American, French, and Russian revolutions;

(B) summarize the ideas from the English, American, French, and Russian revolutions concerning separation of powers, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism;

(C) evaluate how the American Revolution differed from the French and Russian revolutions, including its long-term impact on political developments around the world; and

(D) summarize the significant events related to the spread and fall of communism, including worldwide political and economic effects.

(9) History. The student understands the impact of totalitarianism in the 20th century. The student is expected to:

(A) identify and explain causes and effects of World Wars I and II, including the rise of nazism/fascism in Germany, Italy, and Japan; the rise of communism in the Soviet Union; and the Cold War; and

(B) analyze the nature of totalitarian regimes in China, Nazi Germany, and the Soviet Union.

(10) History. The student understands the influence of significant individuals of the 20th century. The student is expected to:

(A) analyze the influence of significant individuals such as Winston Churchill, Adolf Hitler, Vladimir Lenin, Mao Zedong, and Woodrow Wilson on political events of the 20th century; and

(B) analyze the influence of significant social and/or religious leaders such as Mohandas Gandhi, Pope John Paul II, Mother Theresa, and Desmond Tutu on events of the 20th century.

(11) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:

(A) create thematic maps, graphs, charts, models, and databases representing various aspects of world history; and

(B) pose and answer questions about geographic distributions and patterns in world history shown on maps, graphs, charts, models, and databases.

(12) Geography. The student understands the impact of geographic factors on major historic events. The student is expected to:

(A) locate places and regions of historical significance such as the Indus, Nile, Tigris and Euphrates, and Yellow (Huang He) river valleys and describe their physical and human characteristics;

(B) analyze the effects of physical and human geographic factors on major events in world history such as the effects of the opening of the Suez Canal on world trade patterns; and

(C) interpret historical and contemporary maps to identify and explain geographic factors such as control of the Straits of Hormuz that have influenced people and events in the past.

(13) Economics. The student understands the impact of the Neolithic agricultural revolution on humanity and the development of the first civilizations. The student is expected to:

(A) identify important changes in human life caused by the Neolithic agricultural revolution; and

(B) explain economic, social, and geographic factors that led to the development of the first civilizations.

(14) Economics. The student understands the historic origins of contemporary economic systems. The student is expected to:

(A) identify the historic origins of the economic systems of capitalism and socialism;

(B) identify the historic origins of the political and economic system of communism; and

(C) compare the relationships between and among contemporary countries with differing economic systems.

(15) Government. The student understands the historical antecedents of contemporary political systems. The student is expected to:

(A) explain the impact of parliamentary and constitutional systems of government on significant world political developments;

(B) define and give examples of different political systems, past and present;

(C) explain the impact of American political ideas on significant world political developments; and

(D) apply knowledge of political systems to make decisions about contemporary issues and events.

(16) Government. The student understands the process by which democratic-republican government evolved. The student is expected to:

(A) trace the process by which democratic-republican government evolved from its beginnings in classical Greece and Rome, through developments in England, and continuing with the Enlightenment; and

(B) identify the impact of political and legal ideas contained in significant historic documents, including Hammurabi's Code, Justinian's Code of Laws, Magna Carta, John Locke's *Two Treatises of Government*, and the Declaration of Independence.

(17) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:

(A) evaluate political choices and decisions that individuals, groups, and nations have made in the past, taking into account historical context, and apply this knowledge to the analysis of choices and decisions faced by contemporary societies; and

(B) describe the different roles of citizens and non-citizens in historical cultures, especially as the roles pertain to civic participation.

(18) Citizenship. The student understands the historical development of significant legal and political concepts, including ideas about rights, republicanism, constitutionalism, and democracy. The student is expected to:

(A) trace the historical development of the rule of law and rights and responsibilities, beginning in the ancient world and continuing to the beginning of the first modern constitutional republics;

(B) summarize the worldwide influence of ideas concerning rights and responsibilities that originated from Greco-Roman and Judeo-Christian ideals in Western civilization such as equality before the law;

(C) identify examples of political, economic, and social oppression and violations of human rights throughout history, including slavery, the Holocaust, other examples of genocide, and politically-motivated mass murders in Cambodia, China, and the Soviet Union;

(D) assess the degree to which human rights and democratic ideals and practices have been advanced throughout the world during the 20th century.

(19) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:

(A) compare the historical origins, central ideas, and the spread of major religious and philosophical traditions including Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism; and

(B) identify examples of religious influence in historic and contemporary world events.

(20) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

(A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;

(B) analyze examples of how art, architecture, literature, music, and drama reflect the history of cultures in which they are produced; and

(C) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.

(21) Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:

(A) analyze the specific roles of women, children, and families in different historical cultures; and

(B) describe the political, economic, and cultural influence of women in different historical cultures.

(22) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:

(A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;

(B) summarize the fundamental ideas and institutions of Western civilization that originated in Greece and Rome; and

(C) analyze how ideas such as Judeo-Christian ethics and the rise of secularism and individualism in Western civilization, beginning with the Enlightenment, have influenced institutions and societies.

(23) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to:

(A) give examples of major mathematical and scientific discoveries and technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations;

(B) identify new ideas in mathematics, science, and technology that occurred during the Greco-Roman, Indian, Islamic, and Chinese civilizations and trace the spread of these ideas to other civilizations;

(C) summarize the ideas in astronomy, mathematics, and architectural engineering that developed in Mesoamerica and Andean South America;

(D) describe the origins of the scientific revolution in 16th-century Europe and explain its impact on scientific thinking worldwide; and

(E) identify the contributions of significant scientists such as Archimedes, Copernicus, Erastosthenes, Galileo, and Pythagorus.

(24) Science, technology, and society. The student understands connections between major developments in science and technology and the growth of industrial economies and societies in the 18th, 19th, and 20th centuries. The student is expected to:

(A) explain the causes of industrialization and evaluate both short-term and long-term impact on societies;

(B) describe the connection between scientific discoveries and technological innovations and new patterns of social and cultural life in the 20th century, such as developments in transportation and communication that affected social mobility; and

(C) identify the contributions of significant scientists and inventors such as Robert Boyle, Marie Curie, Thomas Edison, Albert Einstein, Robert Fulton, Sir Isaac Newton, Louis Pasteur, and James Watt.

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

(A) identify ways archaeologists, anthropologists, historians, and geographers analyze limited evidence;

(B) locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information;

(C) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(D) explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;

(E) use the process of historical inquiry to research, interpret, and use multiple sources of evidence;

(F) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;

(G) identify bias in written, oral, and visual material;

(H) support a point of view on a social studies issue or event; and

(I) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

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

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) interpret and create databases, research outlines, bibliographies, and visuals including graphs, charts, timelines, and maps; and

(D) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate.

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

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

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

§113.34. *World Geography Studies (One Credit).*

(a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.

(b) Introduction.

(1) In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major land forms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems throughout the world. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as contemporary and historic maps of various types, satellite-produced images, photographs, graphs, sketches, and diagrams is encouraged.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the geography and social studies skills strands in subsection (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 disciplines and critical-thinking skills are taught together.

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

(c) Knowledge and skills.

(1) History. The student understands how geographic contexts (the geography of places in the past) and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:

(A) analyze the effects of physical and human geographic patterns and processes on events in the past and describe their effects on present conditions, including significant physical features and environmental conditions that influenced migration patterns in the past and shaped the distribution of culture groups today; and

(B) trace the spatial diffusion of a phenomenon and describe its effects on regions of contact such as the spread of bubonic plague, the diffusion and exchange of foods between the New and Old Worlds, or the diffusion of American slang.

(2) History. The student understands how people, places, and environments have changed over time and the effects of these changes on history. The student is expected to:

(A) describe the human and physical characteristics of the same place at different periods of history; and

(B) assess how people's changing perceptions of geographic features have led to changes in human societies.

(3) Geography. Such as student understands how physical processes shape patterns in the physical environment (lithosphere, atmosphere, hydrosphere, and biosphere), including how Earth-Sun relationships affect physical processes and patterns on Earth's surface. The student is expected to:

(A) attribute occurrences of weather phenomena and climate to annual changes in Earth-Sun relationships; and

(B) describe physical environment of regions and the physical processes that affect these regions such as weather, tectonic forces, wave action, freezing and thawing, gravity, and soil-building processes.

(4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:

(A) explain the distribution of different types of climate in terms of patterns of temperature, wind, and precipitation and the factors that influence climate regions such as elevation, latitude, location near warm and cold ocean currents, position on a continent, and mountain barriers;

(B) relate the physical processes to the development of distinctive land forms; and

(C) explain the distribution of plants and animals in different regions of the world using the relationships among climate, vegetation, soil, and geology.

(5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:

(A) analyze how the character of a place is related to its political, economic, social, and cultural characteristics; and

(B) analyze political, economic, social, and demographic data to determine the level of development and standard of living in nations.

(6) Geography. The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. The student is expected to:

(A) locate settlements and observe patterns in the size and distribution of cities using maps, graphics, and other information; and

(B) explain the processes that have caused cities to grow such as location along transportation routes, availability of resources that have attracted settlers and economic activities, and continued access to other cities and resources.

(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:

(A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future growth trends;

(B) explain the political, economic, social, and environmental factors that contribute to human migration such as how national and international migrations are shaped by push- and-pull factors and how physical geography affects the routes, flows, and destinations of migration;

(C) describe trends in past world population growth and distribution; and

(D) develop and defend hypotheses on likely population patterns for the future.

(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:

(A) explain the interrelationships among physical and human processes that shape the geographic characteristics of places such as connections among economic development, urbanization, population growth, and environmental change;

(B) compare ways that humans depend on, adapt to, and modify the physical environment using local, state, national, and international human activities in a variety of cultural and technological contexts;

(C) describe the impact of and analyze the reaction of the environment to abnormal and/or hazardous environmental conditions at different scales such as El Niño, floods, droughts, and hurricanes; and

(D) analyze statistical and other data to infer the effects of physical and human processes on patterns of settlement, population distribution, economic and political conditions, and resource distribution.

(9) Geography. The student understands the concept of region as an area of Earth's surface with unifying geographic characteristics. The student is expected to:

(A) identify physical or human factors that constitute a region such as soils, climate, vegetation, language, trade network, river systems, and religion; and

(B) identify the differences among formal, functional, and perceptual regions.

(10) Economics. The student understands the distribution and characteristics of economic systems throughout the world. The student is expected to:

(A) describe the characteristics of traditional, command, and market economies;

(B) explain how traditional, command, and market economies operate in specific countries; and

(C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence

agriculture versus market-oriented agriculture or cottage industries versus commercial industries.

(11) Economics. The student understands the reasons for the location of economic activities (primary, secondary, tertiary, and quaternary) in different economic systems. The student is expected to:

(A) map the locations of different types of economic activities;

(B) identify factors affecting the location of different types of economic activities; and

(C) describe how changes in technology, transportation, and communication affect the location and patterns of economic activities.

(12) Economics. The student understands the economic importance of, and issues related to, the location and management of key natural resources. The student is expected to:

(A) compare global trade patterns at different periods of time and develop hypotheses to explain changes that have occurred in world trade and the implications of these changes;

(B) analyze how the creation and distribution of resources affect the location and patterns of movement of products, capital, and people; and

(C) evaluate the geographic and economic impact of policies related to the use of resources such as regulations for water use or policies related to the development of scarce natural resources.

(13) Government. The student understands the characteristics of a variety of political units. The student is expected to:

(A) prepare maps that illustrate a variety of political entities such as city maps showing precincts, country maps showing states, or continental maps showing countries; and

(B) compare maps of voting patterns or political boundaries to make inferences about the distribution of political power.

(14) Government. The student understands the geographic processes that influence political divisions, relationships, and policies. The student is expected to:

(A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;

(B) explain how forces of conflict and cooperation influence the allocation of control of Earth's surface such as the formation of congressional voting districts or free trade zones; and

(C) explain the geographic factors that influence a nation's power to control territory and that shape the foreign policies and international political relations of selected nations such as Iraq, Israel, Japan, and the United Kingdom.

(15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to:

(A) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels;

(B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs; and

(C) compare different points of view on geographic issues.

(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:

(A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world, and how these patterns influenced the processes of innovation and diffusion;

(B) give examples of ways various groups of people view cultures, places, and regions differently; and

(C) compare life in a variety of cities and nations in the world to evaluate the relationships involved in political, economic, social, and environmental changes.

(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:

(A) describe and compare patterns of culture such as language, religion, land use, systems of education, and customs that make specific regions of the world distinctive; and

(B) compare economic opportunities in different cultures for women and religious minorities in selected regions of the world.

(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:

(A) describe the impact of general processes such as migration, war, trade, independent inventions, and diffusion of ideas and motivations on cultural change;

(B) analyze cultural changes in specific regions;

(C) analyze examples of cultures that maintain traditional ways; and

(D) evaluate case studies of the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, U.S.-based fast-food franchises in Russia and Eastern Europe, or the English language as a major medium of international communication for scientists and business people.

(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:

(A) evaluate the significance of major technological innovations, including fire, steam power, diesel machinery, and electricity that have been used to modify the physical environment; and

(B) analyze ways technological innovations have allowed humans to adapt to places shaped by physical processes such as floods, earthquakes, and hurricanes.

(20) Science, technology, and society. The student understands how technology affects definitions of, access to, and use of resources. The student is expected to:

(A) describe the impact of new technologies, new markets, and revised perceptions of resources; and

(B) analyze the role of technology in agriculture and other primary economic activities and identify the environmental consequences of the changes that have taken place.

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

(A) use historical, geographic, and statistical information from a variety of sources such as databases, field interviews, media services, and questionnaires to answer geographic questions and infer geographic relationships;

(B) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;

(C) construct and interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change;

(D) apply basic statistical concepts and analytical methods such as computer-based spreadsheets and statistical software to analyze geographic data; and

(E) use a series of maps, including a computer-based geographic information system, to obtain and analyze data needed to solve geographic and locational problems.

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

(A) design and draw appropriate maps and other graphics such as sketch maps, diagrams, tables, and graphs to present geographic information including geographic features, geographic distributions, and geographic relationships;

(B) apply appropriate vocabulary, geographic models, generalizations, theories, and skills to present geographic information;

(C) use geographic terminology correctly; and

(D) use standard grammar, spelling, sentence structure, and punctuation.

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

(A) plan, organize, and complete a group research project that involves asking geographic questions; acquiring, organizing, and analyzing geographic information; answering geographic questions; and communicating results;

(B) use case studies and geographic information systems to identify contemporary geographic problems and issues and to apply geographic knowledge and skills to answer real-world questions;

(C) use a problem-solving process to identify a problem, gather information, list and consider options, consider

advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

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

§113.35. *Government (One-Half Credit).*

(a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.

(b) Introduction.

(1) In Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a democratic society, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. constitution; selected Federalist Papers; landmark cases of the U.S. Supreme Court; biographies, autobiographies, and memoirs; speeches and letters; and periodicals that feature analyses of political issues and events is encouraged. Selections may include excerpts from John Locke's *Two Treatises of Government*, *Federalist 51*, and *Miranda v. Arizona*.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the geography and social studies skills strands in subsection (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 disciplines and critical-thinking skills are taught together.

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

(c) Knowledge and skills.

(1) History. The student understands major political ideas and forms of government in history. The student is expected to:

(A) explain major political ideas in history such as natural law, natural rights, divine right of kings, and social contract theory; and

(B) identify the characteristics of classic forms of government such as absolute monarchy, authoritarianism, classical republic, despotism, feudalism, liberal democracy, and totalitarianism.

(2) History. The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:

(A) analyze the principles and ideas that underlie the Declaration of Independence and the U.S. Constitution, including those of Thomas Hobbes, John Locke, and Charles de Montesquieu;

(B) analyze the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, and James Madison, on the development of the U.S. government;

(C) analyze debates and compromises necessary to reach political decisions using historical documents; and

(D) identify significant individuals in the field of government and politics, including Abraham Lincoln, George Washington, and selected contemporary leaders.

(3) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:

(A) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy; and

(B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.

(4) Geography. The student understands why certain places and regions are important to the United States. The student is expected to:

(A) analyze the political significance to the United States of the location and geographic characteristics of selected places or regions such as Cuba and Taiwan; and

(B) analyze the economic significance to the United States of the location and geographic characteristics of selected places and regions such as oil fields in the Middle East.

(5) Geography. The student understands how government policies can affect the physical and human characteristics of places and regions. The student is expected to:

(A) analyze and evaluate the consequences of a government policy that affects the physical characteristics of a place or region; and

(B) analyze and evaluate the consequences of a government policy that affects the human characteristics of a place or region.

(6) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:

(A) analyze government policies that influence the economy at the local, state, and national levels;

(B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy; and

(C) compare the role of government in the U.S. free enterprise system and other economic systems.

(7) Economics. The student understands the relationship between U.S. government policies and international trade. The student is expected to:

(A) explain the effects of international trade on U.S. economic and political policies; and

(B) explain the government's role in setting international trade policies.

(8) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution. The student is expected to:

(A) explain the importance of a written constitution;

(B) evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;

(C) analyze how the Federalist Papers explain the principles of the American constitutional system of government;

(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;

(E) analyze the processes by which the U.S. Constitution can be changed and evaluate their effectiveness; and

(F) analyze how the American beliefs and principles reflected in the U.S. Constitution contribute to our national identity.

(9) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:

(A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;

(B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;

(C) analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction;

(D) analyze the functions of selected independent executive agencies and regulatory commissions such as the National Aeronautics and Space Administration and the Federal Communications Commission;

(E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;

(F) analyze selected issues raised by judicial activism and judicial restraint;

(G) explain the major responsibilities of the federal government for domestic and foreign policy;

(H) compare the structure and functions of the Texas state government to the federal system; and

(I) analyze the structure and functions of local government.

(10) Government. The student understands the concept of federalism. The student is expected to:

(A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;

(B) categorize government powers as national, state, or shared;

(C) analyze historical conflicts over the respective roles of national and state governments; and

(D) evaluate the limits on the national and state governments in the U.S. federal system of government.

(11) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:

(A) compare different methods of filling public offices, including elected and appointed offices, at the local, state, and national levels; and

(B) analyze and evaluate the process of electing the President of the United States.

(12) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:

(A) identify the functions of political parties;

(B) analyze the two-party system and evaluate the role of third parties in the United States;

(C) analyze the role of political parties in the electoral process at local, state, and national levels; and

(D) identify opportunities for citizens to participate in political party activities at local, state, and national levels.

(13) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:

(A) compare the U.S. system of government with other political systems;

(B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and

(C) analyze advantages and disadvantages of presidential and parliamentary systems of government.

(14) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:

(A) understand the roles of limited government and the rule of law to the protection of individual rights;

(B) analyze the rights guaranteed by the Bill of Rights, including first amendment freedoms;

(C) analyze issues addressed in selected cases such as *Engel v. Vitale*, *Miranda v. Arizona*, and *Schenck v. U.S.* that involve Supreme Court interpretations of rights guaranteed by the U.S. Constitution;

(D) analyze the role of each branch of government in protecting the rights of individuals;

(E) explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government; and

(F) analyze the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule.

(15) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:

(A) explain the difference between personal and civic responsibilities;

(B) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;

(C) evaluate whether and/or when the rights of individuals are inviolable even against claims for the public good; and

(D) analyze the consequences of political decisions and actions on society.

(16) Citizenship. The student understands the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:

(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;

(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity;

(C) analyze the factors that influence an individual's political attitudes and actions; and

(D) compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present.

(17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:

(A) analyze different points of view of political parties and interest groups on important contemporary issues;

(B) analyze the importance of free speech and press in a democratic society; and

(C) express and defend a point of view on an issue of contemporary interest in the United States.

(18) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:

(A) evaluate a political policy or decision in the United States that was a result of changes in American culture; and

(B) analyze changes in American culture brought about by government policies such as voting rights, the GI bill, and racial integration; and

(C) describe an example of a government policy that has affected a particular racial, ethnic, or religious group.

(19) Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:

(A) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies; and

(B) analyze how U.S. government policies fostering competition and entrepreneurship have resulted in scientific discoveries and technological innovations.

(20) Science, technology, and society. The student understands the impact of advances in science and technology on government and society. The student is expected to:

(A) analyze the potential impact on society of recent scientific discoveries and technological innovations; and

(B) analyze the reaction of government to scientific discoveries and technological innovations.

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

(A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(B) create a product on a contemporary government issue or topic using critical methods of inquiry;

(C) explain a point of view on a government issue;

(D) analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;

(E) evaluate government data using charts, tables, graphs, and maps; and

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

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

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D) create written, oral, and visual presentations of social studies information.

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

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

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

§113.36. *Psychology (One-Half Credit).*

(a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.

(b) Introduction. In Psychology, an elective course, students consider the development of the individual and the personality. The study of psychology is based on an historical framework and relies on effective collection and analysis of data. Students study topics such as theories of human development, personality, motivation, and learning.

(c) Knowledge and skills.

(1) The individual in society. The student understands the dynamics of the relationships between self and others to be a contributing member of the community. The student is expected to:

(A) participate in class as a leader and follower;

(B) adjust behavior appropriately to fit various situations;

(C) contribute to the development of a supportive climate in groups; and

(D) accept and fulfill social responsibilities associated with citizenship in a group setting.

(2) The individual in society. The student understands that beliefs, decisions, and actions have consequences. The student is expected to:

(A) predict the likely outcome of given courses of action in particular situations, such as refusing to pay taxes, to register to vote, or to obey the speed limit; and

(B) evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality.

(3) The individual in society. The student understands behavioral, social learning, and cognitive perspectives of motivation to describe his or her role and impact on economic systems. The student is expected to:

(A) apply various perspectives of motivation to a given economic situation such as the choice of car to purchase, personal budget priorities, or choice of jobs;

(B) describe the role of reinforcement and punishment in determining persistence-and-effort allocation;

(C) describe the processes of modeling/imitation and vicarious reinforcement using typical classroom situations; and

(D) describe and explain self-esteem, self-efficacy, and expectancy from the perspective of attribution theory.

(4) The individual in society. The student understands the influence of sensory perceptions on the shaping of individual beliefs and attitudes. The student is expected to:

(A) relate sensation and perception to various points of view; and

(B) define and give examples of bias related to various points of view.

(5) The individual in society. The student understands the relationship between biology and behavior. The student is expected to:

(A) describe the anatomy and localized function of given brain areas; and

(B) explain the effects of the endocrine system on development and behavior.

(6) The individual in society. The student understands the basic principles of tests and measurements. The student is expected to:

(A) define and differentiate reliability and validity; and

(B) define the concept of "transformed score" and give examples of various types including percentile grade equivalent scores, intelligence quotient (IQ) scores, and College Entrance Examination Board (CEEB) scores such as Scholastic Aptitude Test (SAT) and Graduate Record Examination (GRE).

(7) History. The student understands the history of the field of psychology. The student is expected to:

(A) identify defining characteristics that differentiate the field of psychology from other related social sciences; and

(B) trace the impact of associationism, psychodynamic (Freudian) thinking, behaviorism, and humanism on current thinking in psychology.

(8) History. The student compares the processes of theory development and validation. The student is expected to:

(A) define and differentiate the concepts of theory and principle;

(B) describe the relationship between earlier and later theories related to a given psychological construct; and

(C) identify and describe the basic methods of social scientific reasoning.

(9) Culture. The student understands the dynamic relationships between self and one's environment. The student is expected to:

(A) describe and explain learning as an adaptation to the environment;

(B) relate cultural perspectives to the traditional physical environment of the culture group; and

(C) explain types of relationships of individuals with other individuals and with groups.

(10) Culture. The student understands behavioral, social, and cognitive perspectives of human learning. The student is expected to:

(A) identify related antecedents, behavior, and consequences in a provided behavioral situation;

(B) identify elements of social learning theory in modern advertising;

(C) describe the relationship between components of the structural information processing model; and

(D) evaluate the various perspectives of human learning and specify the strengths and weaknesses of each.

(11) Culture. The student understands the role of culture in forming the foundation and orienting framework for individuals and social behavior. The student is expected to:

(A) explain factors involved in cognitive development according to Piaget;

(B) define common psychological disorders;

(C) describe Erickson's stages of psychosocial development; and

(D) determine cultural influences such as fads or peers on one's own social behavior.

(12) Culture. The student understands personality development theories, including the applications and limitations. The student is expected to:

(A) give examples of growth and development based on social learning, behavioral, and cognitive theories; and

(B) evaluate the presented theories of human development and specify the strengths and weaknesses of each.

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

(A) create a product on a contemporary psychology-related issue or topic using critical methods of inquiry;

(B) draw and evaluate conclusions from qualitative information;

(C) define and compute measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation);

(D) explain and illustrate cautions related to interpreting statistics in news stories;

(E) apply evaluation rules to quantitative information; and

(F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

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

(A) use psychology-related terminology correctly;

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and

(D) create written, oral, and visual presentations of social studies information.

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

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

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

(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation.

(16) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to:

(A) illustrate the relationship and sequence between intermediate goals and terminal goals; and

(B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment.

(17) Science and technology. The student understands the implication of technology for the collection, storage, and use of psychological data. The student is expected to:

(A) apply the standards of the American Psychological Association for ethical decision making regarding the collection, storage, and use of psychological data; and

(B) acquire information through the use of electronic sources.

(18) Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to:

(A) analyze examples of attitudes, beliefs, and behaviors related to changes in available technology; and

(B) evaluate the impact of changes in technology on personal growth and development.

§113.37. *Sociology (One-Half Credit).*

(a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.

(b) Introduction. In Sociology, an elective course, students study dynamics and models of individual and group relationships. Students study topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication.

(c) Knowledge and skills.

(1) Citizenship. The student understands that individuals require knowledge of the dynamics of the relationships between self and others to be contributing members of the community. The student is expected to:

(A) describe models of group systems and the interactive roles of individuals, groups, and the community; and

(B) evaluate role conflicts and methods of resolution that may occur among individuals and groups.

(2) Citizenship. The student analyzes groups in terms of membership roles, status, values, and socioeconomic stratification. The student is expected to:

(A) compare the roles of group membership in various formal and informal groups; and

(B) compare the roles of group membership in selected primary and secondary groups.

(3) Economics. The student understands how socioeconomic stratification affects human motivation. The student is expected to:

(A) analyze the relationship between socioeconomic stratification and human motivation; and

(B) analyze the influence of different motivations and aspirations on economic decisions.

(4) Economics. The student understands the relationship between socioeconomic stratification and cultural values. The student is expected to:

(A) compare cultural values associated with socioeconomic stratification; and

(B) analyze and explain the influence of cultural values on economic behavior.

(5) Geography. The student uses geographic tools to collect, analyze, and interpret sociological data. The student is expected to:

(A) create thematic maps, graphs, charts, models, and data bases that represent various aspects of demographic and cultural patterns; and

(B) pose and answer questions about geographic distributions and demographic and cultural patterns shown on maps, graphs, charts, models, and databases.

(6) Geography. The student understands that socialization, cultural values, and norms vary in different geographic places and regions. The student is expected to:

(A) compare socialization in selected regions of the United States; and

(B) compare how geographic considerations have influenced the development of cultural values and norms.

(7) Government. The student understands how governments promote cultural values and provide for social controls. The student is expected to:

(A) identify the relationships between cultural values and the purposes and policies of government; and

(B) describe types of government social controls.

(8) Government. The student understands different styles and forms of leadership, political socialization, and communication techniques that influence perception, attitudes, and behavior. The student is expected to:

(A) identify and describe different forms of leadership as they relate to group-motivation techniques;

(B) analyze the relationship among social class, racial, ethnic, and other culture group membership, and political power in the United States; and

(C) evaluate different communication techniques, including propaganda and advertising, used to influence perceptions, attitudes, and behaviors of persons and groups.

(9) History. The student understands the theoretical perspectives of the historic interpretations of human social development. The student is expected to:

(A) trace the development of the field of sociology; and

(B) identify major sociologists and explain their contributions to the field.

(10) History. The student understands the causes and effects of social and institutional changes. The student is expected to:

(A) evaluate changes in U.S. institutions resulting from industrialization, urbanization, and immigrant assimilation; and

(B) analyze changes such as those in advertising, food, and business in the majority U.S. culture resulting from adaptations to various immigrant and Native-American cultures.

(11) History. The student understands basic sociological principles related to change within a group and across groups. The student is expected to:

(A) relate theories of change to major changes in U.S. public policy such as the origins and consequences of the civil rights movement; and

(B) analyze social change and resulting social problems within and across groups.

(12) Culture. The student understands how cultural socialization, norms, values, motivation, and communication influence relationships among groups. The student is expected to:

(A) compare cultural norms among various U.S. subculture groups such as ethnic, national origin, age, socioeconomic strata, and gender groups;

(B) describe stereotypes of the various U.S. subcultures; and

(C) analyze social problems in selected U.S. subcultures.

(13) Culture. The student understands how people develop social institutions to meet basic needs in a society. The student is expected to:

(A) summarize the functions of social institutions such as the family, religion, and education; and

(B) evaluate the importance of social institutions in the United States.

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

(A) create a product on a contemporary sociological issue or topic using critical methods of inquiry;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; and

(C) use appropriate mathematical skills to interpret sociological information.

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

(A) use sociology-related terminology correctly;

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and

(D) create written, oral, and visual presentations of social studies information.

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

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

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

(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation.

(17) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on individuals and societies. The student is expected to:

(A) analyze how individual and societal behavior has changed as a result of scientific discoveries and technological innovations; and

(B) predict societal changes resulting from innovations in science and technology.

(18) Science, technology, and society. The student understands the impact of changes in science and technology on moral and ethical issues. The student is expected to:

(A) analyze how the norms and behaviors of a selected U.S. subculture group have changed as a result of changes in science and technology; and

(B) evaluate a current ethical issue that has resulted from scientific discoveries and/or technological innovations.

§113.38. *Special Topics in Social Studies (One-Half Credit).*

(a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.

(b) Introduction. In Special Topics in Social Studies, an elective course comparable to the former Advanced Social Science Problems, students are provided the opportunity to apply the knowledge and skills of the social sciences to a variety of topics and issues. Students use critical-thinking skills to locate, organize, analyze, and use data collected from a variety of sources. Problem solving and decision making are important elements of the course as is the communication of information in written, oral, and visual forms.

(c) Knowledge and skills.

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

(A) differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about a selected topic in social studies;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) identify points of view from the historic context surrounding an event and the frame of reference that influenced the participants;

(D) support a point of view on a social studies issue or event;

(E) identify bias in written, oral, and visual material;

(F) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and

(G) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

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

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D) create written, oral, and visual presentations of social studies information.

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

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

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

§113.39. *Social Studies Research Methods (One-Half Credit).*

(a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.

(b) Introduction. In Social Studies Research Methods, an elective course, students conduct advanced research on a selected topic in social studies using qualitative and quantitative methods of inquiry. The course is designed to be conducted in either classroom or independent settings.

(c) Knowledge and skills.

(1) Social studies skills. The student understands the basic philosophical foundation for qualitative and quantitative methods of inquiry. The student is expected to:

(A) develop and use criteria for the evaluation of qualitative and quantitative information;

(B) generate logical and consistent conclusions from given qualitative and quantitative information; and

(C) design a research project with a rationale for a given research method.

(2) Social studies skills. The student understands the need for an organizing framework to identify a problem or area of interest and collect information. The student is expected to:

(A) select an issue, problem, or area of interest; write a rationale and preliminary ideas for research methods; and develop a bibliography; and

(B) apply a process approach to a research problem.

(3) Social studies skills. The student understands the fundamental principles and requirements of validity and reliability (both social science and historical fields of inquiry). The student is expected to:

(A) define and differentiate reliability and validity;

(B) identify methods of checking for reliability; and

(C) evaluate various sources for reliability and validity and justify the conclusions.

(4) Social studies skills. The student understands how data can be collected from a variety of sources using a variety of methods. The student is expected to:

(A) collect information from a variety of sources (primary, secondary, written, and oral) using techniques such as questionnaires, interviews, and library research; and

(B) use various technology such as CD-ROM, library topic catalogues, networks, and on-line information systems to collect information about a selected topic.

(5) Social studies skills. The student understands the use of theory and research for descriptive and predictive purposes. The student is expected to:

(A) describe the results of a research process; and

(B) make predictions as to future actions and/or outcomes based on conclusions of research.

(6) Social studies skills. The student understands the principles and requirements of the scientific method. The student is expected to:

(A) apply the scientific method in a research project;

(B) create a matrix relating various research methodologies such as survey research, ethnography, primary documents, and statistical analysis to given subject areas; and

(C) determine the most efficient research approach from a variety of alternatives using a cost-benefit analysis.

(7) Social studies skills. The student understands basic statistical approaches to the analysis of aggregate information. The student is expected to:

(A) define and compute statistical information using various statistical approaches such as means testing and correlation, measures of central tendency and distribution, the development of categorical systems, and logical analysis; and

(B) analyze information using a spreadsheet or statistical analysis information software.

(8) Social studies skills. The student understands the requirements of graphic displays of data. The student is expected to:

(A) construct visuals such as charts, graphs, tables, time lines, and maps to convey appropriate data; and

(B) create a presentation on a selected topic using word-processing, graphics, and multimedia software.

(9) Social studies skills. The student understands the basic principles of historic analysis. The student is expected to:

(A) differentiate between primary and secondary sources and describe the best uses for each;

(B) construct and test cause-and-effect hypotheses and compare them with correlational analyses; and

(C) select the appropriate use of chronological relationships in historiography.

(10) Social studies skills. The student understands the ethical aspects of collecting, storing, and using data. The student is expected to:

(A) describe breaches of ethical standards for handling human experimental or survey information in a given scenario; and

(B) evaluate the relationship among copyright laws, proper citation requirements, and ethical ways of collecting and presenting information.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 6, 1997.

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Criss Cloudt

Associate Commissioner, Policy Planning and Research

Texas Education Agency

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For further information, please call: (512) 463-9701



Subchapter D. Other Social Studies Courses

19 TAC §§113.51-113.68

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the foundation curriculum.

§113.52. *Social Studies Advanced Studies (One-Half to One Credit).*

(a) General requirements. Students shall be awarded one-half to one unit of credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits. Students who are pursuing the Distinguished Achievement Program may take Social Studies Advanced Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure.

(b) Introduction. In Social Studies Advanced Studies, an elective course, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.

(c) Knowledge and skills.

(1) The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:

(A) analyze the relationship between his or her interests and career/discipline;

(B) review literature from varied sources from the selected career or discipline;

(C) identify a problem, issue, or concern;

(D) survey and/or interview professionals to determine the appropriateness of a project; and

(E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project.

(2) The student will demonstrate understanding of the research methods and/or technologies used in a selected profession or discipline. The student is expected to:

(A) develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation;

(B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline; and

(C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices.

(3) The student will develop products that meet standards recognized by the selected profession or discipline. The student is expected to:

(A) collaborate with the appropriate professionals to define the product;

(B) develop a plan for product completion;

(C) develop assessment criteria for successful completion of the project;

(D) establish the appropriateness of the product for the intended audience;

(E) implement the plan for product completion; and

(F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes.

(4) The student will demonstrate an understanding of the selected problem, issue, or concern by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:

(A) review and revise the plan to present the findings;

(B) make arrangements for the presentation of findings to an appropriate audience;

(C) present findings, simulating the skills used by professionals;

(D) consider feedback received from the audience;

(E) reflect on the study and its potential for impact on the field; and

(F) reflect on personal learning experiences of the study.

§113.55. *Advanced Placement (AP) U.S. Government and Politics (One-Half Credit).*

(a) General requirements. Students shall be awarded one-half credit for successful completion of this course. This course may be used to meet the course requirement in Government for state graduation.

(b) Content requirements. Content requirements for Advanced Placement (AP) U.S. Government and Politics are prescribed in the College Board Publication *Advanced Placement Course in U.S. Government and Politics*, published by The College Board.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Chapter 115. Texas Essential Knowledge and Skills for Health Education

Subchapter A. Elementary

19 TAC §§115.1–115.7

The Texas Education Agency (TEA) adopts new §§115.1-115.7, 115.21-115.23, and 115.31-115.33, concerning health education. Sections 115.2-115.7, 115.22, 115.23, 115.32, and 115.33 are adopted with changes to the proposed text as published in the June 6, 1997, issue of the *Texas Register* (22 TexReg 5485). Sections 115.1, 115.21, and 115.31 are adopted without changes and will not be republished.

The new sections establish the essential knowledge and skills for elementary, middle, and high school health education. The provisions of these sections shall supersede §75.29(a)-(f) of this title (relating to Health Education); §75.29(g) and §75.45 of this title (relating to Health Education); and §75.65 of this title (relating to Health Education) beginning September 1, 1998. If they choose to do so, school districts can implement the Texas essential knowledge and skills (TEKS) for courses for which essential elements can be found in 19 TAC Chapter 75 of this title (relating to Curriculum) during the 1997-1998 school year.

The Texas Education Code (TEC) organizes the required curriculum into two types: the foundation curriculum and the enrichment curriculum. As specified in legislation, the essential knowledge and skills of the enrichment curriculum serve as guidelines to school districts in providing instruction. Implementation of all new TEKS is scheduled to begin September 1, 1998, rather than over the timespan of several school years as was proposed.

The following changes have been made since the sections were proposed.

Several editorial changes have been made to improve clarity of language and increase rigor and specificity.

Throughout the sections, language has been added to each grade level introduction to strengthen the concept of parental influence. For example, language that reads "Students should first seek guidance in the area of health from their parents" has been added.

Throughout the sections, the word "valid" as a modifier of the words "health information" has been deleted so parents and local school districts can determine the validity of health

information according to local policy and community needs. In addition, the word "risky" has been changed to "unsafe" to encompass a wide range of potentially unsafe behaviors that might jeopardize students' health.

At the elementary school level, verbs in some statements of student expectations have been changed for clarity and age-appropriateness. For example, the word "explain" has replaced verbs such as "identify," "demonstrate," and "illustrate" in §115.2(b)(5)(B), (6)(C), and (8)(C) (relating to Health Education, Kindergarten); §115.3(b)(2)(C), (3)(A), and (7)(C) (relating to Health Education, Grade 1); and §115.5(b)(1)(F) and (4)(C) (relating to Health Education, Grade 3).

Language related to violence, gangs, and guns has been deleted or replaced with more age-appropriate wording. For example, the word "gangs" has been deleted; the word "gun" has been changed to "weapons;" and the word "violence" has been replaced in Kindergarten-Grade 2 with the phrase "harming oneself or another."

Language, that is age-appropriate, regarding abuse of a child by another person is recommended in Kindergarten-Grade 3 statements of student expectations. For example, at Grade 1 in §115.3(b)(2)(H), the student expectation statement that read "identify appropriate or inappropriate touches" has been replaced with "identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult."

In Grade 6, the student expectation statement in §115.22(b)(3)(C), "describe ways to prevent and control sexually-transmitted diseases and Human Immunodeficiency Virus (HIV) infection and describe the benefit of remaining abstinent until marriage," has been deleted. This change was made because contraception is a way to prevent the spread of sexually transmitted diseases and contraceptive information was considered inappropriate for Grade 6 students.

In Grades 7-8, a new student expectation statement has been added to §115.23(b)(4)(D) that reads "discuss the legal implications regarding sexual activity as it relates to minor persons." This language was added to ensure that students understand state laws regarding sexual activity.

At the middle school level, language has been added to strengthen the abstinence message. For example, at Grades 7-8 in §115.23(b)(5)(E), the student expectation statement that read "analyze the importance and benefits of sexual abstinence in personal relationships" has been changed to "analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age." Also, a new statement of student expectation has been added to §115.23(b)(5)(F) regarding abstinence as the only 100% effective method in preventing pregnancy and sexually transmitted diseases.

At the middle school level, some terminology such as references to suicide have been deleted to make TEKS for health education more positive.

Language has been added to both the Health I and Advanced Health courses to strengthen the abstinence message. For example, in §115.32(b)(7), two new statements of student expectations have been added as follows. Language in subsection

(b)(7)(K) reads "analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age." Language in subsection (b)(7)(L) reads "discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity."

References to parenting responsibilities and skills in the high school health courses have been deleted because parenting information is not within the purview of the health education curriculum.

At the high school level, some terminology such as references to physician assisted suicide and dying has been deleted to make the TEKS for health education more positive.

Language has been added to §115.33 (relating to Advanced Health, Grades 11-12 (One-Half Credit)) that provides a recommended prerequisite for Advanced Health.

The following comments have been received regarding adoption of the new sections.

Subchapter A. Elementary.

Comment. An individual commented that the format of the TEKS for health education is impressive and meets the individual's expectations of what all students should know and be able to do in health in Kindergarten-Grade 5.

Subchapter C. High School.

Comment. An individual commented that the regular high school health course and the Advanced Health course contain knowledge and skills statements and student expectations related to parenting. Also, the individual commented that information regarding parenting responsibilities and skills is beyond the scope of health education instruction and should be removed from the health TEKS.

Agency Response. The agency agrees with this comment and has amended the section.

General Comments.

Comment. The Texas Association for Supervision and Curriculum Development recommended standardizing vocabulary for ease of use. It is recommended that the phrase "record data" be used in the TEKS for health education and the phrase "explain and record observations" be used in the TEKS for mathematics.

Agency Response. The agency disagrees with this comment. The phrases "record data" and "explain and record observations" have different meanings; to use a standard vocabulary for both subjects would alter their meanings.

Comment. An individual commented in support of the TEKS for health education, Kindergarten-Grade 12.

Comment. An individual commented that the TEKS for health education were found to be impressive after reading them. Also, the individual commented that the TEKS for health education will serve the best interest of our children and be excellent guides for our teachers, school districts, and communities.

Comment. An individual commented in support of sequential health education for Kindergarten-Grade 12. More than three-fourths of parents surveyed in a Gallup poll feel that health education is at least as important as the other subjects in schools.

Comment. An individual commented that the proposed health TEKS are too vague, age-inappropriate, and do not cover some of the necessary health topics. The TEKS need to be revised to reflect age-appropriate and rigorous standards rather than behavioral modification.

Agency Response. The agency disagrees with this comment. Much of the vagueness that previously existed in the health TEKS has been corrected. The majority of public review respondents noted that the TEKS were age-appropriate, rigorous, and contained skills such as peer refusal that assisted students in applying health knowledge.

Comment. The Texas Medical Association; American Heart Association; Texas Pediatric Society; Texas Association for Health, Physical Education, Recreation and Dance (TAH-PERD); Texas Comprehensive School Health Initiative; American Cancer Society; Texas School Health Association; Texas Association of School District Police; and individuals commented that it is the objective of the TEKS for health education to ensure the health literacy of our school children. This document will help our students to make healthy lifestyle choices that will reduce the risk of premature death, injury, and disease.

Comment. The Texas Justice Foundation commented that the proposed health curriculum guidelines mandate that all Texas kindergartners and first and second graders learn how to identify gang members and deal with weapons. The Texas Justice Foundation criticized the proposed guns and gang education for first and second graders as an example of flawed, mandated, statewide solutions to local problems.

Agency Response. The agency disagrees with this comment. The TEKS for health education are a part of the enrichment area of the state curriculum and are not mandated to be taught, but to serve only as guidelines for instruction in local districts. Substitute language for the words "guns", "gangs", and "violence" in Kindergarten- Grade 2 has been incorporated into the TEKS for health education.

Comment. Two individuals commented regarding human sexuality instruction. One individual commented that health matters, other than human sexuality instruction, should be addressed in the TEKS enrichment curriculum pursuant to the general instruction to the State Board of Education (SBOE). However, human sexuality instruction should be left to the local boards pursuant to the more specific instruction to the SBOE in TEC, § 28.004. Another individual commented in support of the local districts' authority in developing their human sexuality instruction as stated in the TEC. The TEKS should be written with no, or the least possible, room for abuse due to vagueness. For example, students in Grade 9 are expected to examine health-related issues such as suicide and organ donation. Also, the state should concentrate on making sure that the students have the facts about health, but much of the psycho-social development and behavior should not be included in the essential curriculum.

Agency Response. The agency has requested an opinion from the Attorney General of Texas regarding the requirement in TEC, §28.004, Human Sexuality Instruction. The TEKS for health education are broad frameworks from which more detailed, local curriculum can be developed.

Comment. An individual commented that the health TEKS are important for the physiological, psychological, emotional, and environmental health of school children in Texas. If all of this can be taught, it will help prevent accidents, abuse, poor egos, unsafe behavior and teen pregnancies.

Comment. The Texas Family Planning Association commented that the TEKS for health education be adopted and the content area dealing with family life which includes sexuality education be strengthened.

Comment. An individual commented in opposition to the proposed TEKS guidelines. Outcome based education has no place in any of our nation's schools and certainly not in Texas. Shaping children's attitudes is not the business of government; it is the business of families.

Agency Response. The agency disagrees with this comment. The TEKS for health education emphasize rigorous skills and knowledge and do not address attitudes.

Comment. An individual commented that the health TEKS meet the expectations of what all students should know and be able to do in health education except that the word "do" needs to be changed to "verbalize." A strength of this document is that it covers the numerous health issues that we are concerned with. A suggested change at the elementary level would be to divide the first three levels into three groups, assign a group to Kindergarten, another to Grade 1, and the other to Grade 2. Also, do the same for Grades 3-5.

Agency Response. The manner in which a local district chooses to structure classroom instruction or the methodology chosen to implement the TEKS is a local school district decision.

Comment. An individual commented that, based on the excerpts seen from the health portion of the TEKS, a number of Texas parents would be outraged that some of these things would be mandated by the state. Some of them depart pretty far from core knowledge and get into attitudes, beliefs, and behaviors.

Agency Response. The agency disagrees with this comment. Although some topic areas in health education are sensitive and controversial, they are a part of the enrichment area of the curriculum and are not mandated to be taught by local school districts. Districts are free to use whatever portion of the TEKS for health education that they determine to be suitable for their district. Because the large majority of health problems are preventable and associated with unsafe behaviors, the TEKS for health education must address, to some extent, behavioral choices.

Comment. An individual commented that the health TEKS meet the expectations of what all students should know and be able to do in health education. A major strength of the document is that it gives more specific guidelines on what is to be taught. The individual also commented that there is not any way that

a teacher can teach all that is listed in the current essential elements or in the future TEKS.

Agency Response. The TEKS are guidelines for instruction in the enrichment area and are not required to be taught. The decision to teach all or a part of the TEKS is a local school district decision.

Comment. An individual commented that the health TEKS meets the expectations of what all students should know and be able to do in health. The document provides an in-depth coverage of the material.

Comment. An individual commented that the health document is thorough and complete and provides information at the right grade levels. It provides a definite plan for health education. The individual also commented that a more positive approach to health education, especially at the younger ages, be emphasized, in addition to appropriate behavior rather than inappropriate behavior.

Comment. An individual commented that the TEKS for health education are very thorough and detailed and will make a great tool for beginning teachers.

Comment. An individual commented that the major strength of the TEKS for health education are the clearly stated objectives.

Comment. An individual commented that the TEKS for health education are well detailed and that the skills are age/level appropriate.

Comment. An individual commented that the TEKS for health education is an excellent document that focused entirely on the comprehensive school health education theme.

Comment. An individual commented that the strands within the TEKS for health education are consistent from one grade to the next and increase in complexity as the students mature.

Comment. Several individuals commented in support of the TEKS for health education.

Comment. TAHPERD commented that the TEKS for health education are fundamentally sound, based on scientific principles and best practices research, and reflect good common sense. The TEKS will provide impetus for the development of curricula that will prepare our children for the millennium.

Comment. An individual commented that health education has traditionally dealt with the prevention of serious health problems that threaten our population. This curriculum moves well beyond the traditional topics and utilizes this subject area for behavior and social engineering.

Agency Response. The TEKS for health education address serious health problems that threaten our population such as physical inactivity, poor dietary patterns, alcohol and drug abuse, smoking, sexually transmitted diseases, and teen pregnancy. These health problems are caused primarily by poor behavior choices and are preventable. A major objective of health education is to provide students with the knowledge and skills that will allow them to make safe choices that will reduce the incidence of these health problems.

Comment. An individual commented that many problems still exist with the TEKS. The standards in all subject areas are too vague.

Agency Response. The agency disagrees with this comment. Much of the vagueness that previously existed in the TEKS for health education has been corrected. The majority of public review respondents noted that the TEKS were age-appropriate, rigorous, and contained skills such as peer refusal that should assist students in applying health knowledge.

Comment. An individual commented that Texas students are only required to have one-half credit in health, yet TEKS requires 12 years of it. That's outlandish. Taxpayers will not accept it.

Agency Response. The agency disagrees with this comment. The TEKS for health education outline 12 years of instructional guidelines in health education. However, for the enrichment curriculum, the rules of the SBOE are guidelines rather than accreditation requirements. The rules are guidelines to grade levels at which to offer the enrichment subject areas and the knowledge and skills appropriate for the subject areas. Using the SBOE rules as guidelines, a school district may independently decide at which grade levels a subject area in the enrichment curriculum is offered, the knowledge and skills that are included in a subject area in the enrichment curriculum, whether students at any grade level are required to take a particular subject area in the enrichment curriculum, and whether the subject area is offered as an elective.

Comment. An individual commented in support of the TEKS for health education as submitted. The document is commendable both for the priorities of concepts important for the well-being of students in the near and distant future and for the carefully selected content.

Comment. An individual commented that there are still some problems with some of the TEKS for health education. For example, the following student expectation in health is a problem: "Explain strategies for helping communities recover from health problems such as bombs, fires, floods, etc., associated with environmental disasters." Also, minor children do not access their own health care. Minor children are parent-directed, not self-directed.

Agency Response. The student expectation statement related to bombs, fires, and floods has been deleted. The word "access" in the introduction at each grade level has been changed to the word "recognize." Language has been added in each introduction to strengthen parental influence related to the health decisions of minor children.

Comment. The Texas Public Policy Foundation commented that the TEKS do not meet one or more of the following standards: the standards should relate directly to subject content; clearly specify the expected knowledge and skills; become increasingly complex; be objectively testable; and incorporate recommendations submitted by experts.

Agency Response. The agency disagrees with this comment. The TEKS meet the criteria that they be academically rigorous, clear, grade-specific, and measurable. Expert advice has been incorporated as appropriate and consistent.

Issue: Process to develop the TEKS.

Comment. An individual commented that the process to develop the TEKS was inconvenient to interested participants; the service center and agency personnel were rude; and the public was deceived.

Agency Response. The agency disagrees with this comment. The process to develop the TEKS spanned nearly three years and afforded multiple opportunities for involvement by the public. Agency and regional education service center personnel were directed to solicit responses to the TEKS drafts during public hearings and by other means according to the guidelines established for the hearings and according to the schedule approved by the SBOE.

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the enrichment curriculum.

§ 115.2. *Health Education, Kindergarten.*

(a) Introduction.

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

(2) Kindergarten students are taught basic factors that contribute to health literacy. Students learn about their bodies and the behaviors necessary to protect them and keep them healthy. Students also understand how to seek help from parents and other trusted adults.

(b) Knowledge and skills.

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

(A) identify and practice personal health habits that help individuals stay healthy such as a proper amount of sleep and clean hands;

(B) identify types of foods that help the body grow such as healthy breakfast foods and snacks; and

(C) identify types of exercise and active play that are good for the body.

(2) Health behaviors. The student understands that behaviors result in healthy or unhealthy conditions throughout the life span. The student is expected to:

(A) identify the purpose of protective equipment such as a seat belt and a bicycle helmet;

(B) identify safe and unsafe places to play such as a back yard and a street;

(C) name the harmful effects of tobacco, alcohol, and other drugs;

(D) identify ways to avoid harming oneself or another person;

(E) practice safety rules during physical activity such as water safety and bike safety;

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

(G) demonstrate procedures for responding to emergencies including dialing 911; and

(H) name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful.

(3) Health behaviors. The student demonstrates decision-making skills for making health-promoting decisions. The student is expected to:

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

(B) plan a healthy meal and/or snack.

(4) Health information. The student knows the basic structures and functions of the human body and how they relate to personal health. The student is expected to:

(A) name the five senses;

(B) name major body parts and their functions; and

(C) name and demonstrate good posture principles such as standing straight with shoulders back.

(5) Health information. The student understands how to recognize health information. The student is expected to:

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

(B) explain the importance of health information.

(6) Influencing factors. The student understands the difference between being sick and being healthy. The student is expected to:

(A) tell how germs cause illness and disease in people of all ages;

(B) name symptoms of common illnesses and diseases;

(C) explain practices used to control the spread of germs such as washing hands; and

(D) discuss basic parts of the body's defense system against germs such as the skin.

(7) Influencing factors. The student understands that various factors influence personal health. The student is expected to:

(A) tell how weather affects individual health such as dressing for warmth, protecting skin from the sun, and keeping classrooms and homes warm and cool; and

(B) identify ways to prevent the transmission of head lice such as sharing brushes and caps.

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

(A) recognize and describe individual differences and communicate appropriately with all individuals;

(B) explain the importance of showing consideration and respect for parents, grandparents, other family members, friends, and other individuals; and

(C) recognize and explain the importance of manners and rules for healthy communication.

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

(A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened; and

(B) demonstrate skills for making new acquaintances.

§115.3. *Health Education, Grade 1.*

(a) Introduction.

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

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

(b) Knowledge and skills.

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

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

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

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

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

(B) name safe play environments;

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

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

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

(F) identify and describe safe bicycle skills;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(A) demonstrate respectful communication;

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

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

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

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

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

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

§115.4. Health Education, Grade 2.

(a) Introduction.

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

(2) In Grade 2, students learn age-appropriate skills to help them stay healthy and safe. Students are taught, in a basic way, that there are external factors that influence our health, and that the students can take responsibility for protecting their health. Students are taught ways to communicate in a healthy way with friends, families, and classmates.

(b) Knowledge and skills.

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

(A) explain actions an individual can take when not feeling well;

(B) describe and demonstrate personal health habits such as brushing and flossing teeth and exercise;

(C) identify food groups and describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities;

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

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

(F) describe the importance of individual health maintenance activities such as regular medical and dental checkups; and

(G) describe how a healthy diet can help protect the body against some diseases.

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

(A) identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body;

(B) identify ways to avoid deliberate and accidental injuries;

(C) explain the need to use protective equipment when engaging in certain recreational activities such as skateboarding, rollerblading, cycling, and swimming;

(D) explain the importance of avoiding dangerous substances;

(E) explain ways to avoid weapons and report the presence of weapons to an adult; and

(F) identify a trusted adult such as a parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe by another person/adult.

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

(A) describe behaviors that protect the body structure and organs such as wearing a seat belt and wearing a bicycle helmet;

(B) identify the major organs of the body such as the heart, lungs, and brain and describe their primary function; and

(C) identify the major systems of the body.

(4) Health information. The student understands the difference between sickness and health in persons of all ages. The student is expected to:

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

(B) identify causes of disease other than germs such as allergies and heart disease;

(C) explain how the body provides protection from disease; and

(D) apply practices to control spread of germs in daily life such as hand washing and skin care.

(5) Health information. The student recognizes factors that influence the health of an individual. The student is expected to:

(A) identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;

(B) describe strategies for protecting the environment and the relationship between the environment and individual health such as air pollution and ultra violet rays; and

(C) identify personal responsibilities as a family member in promoting and practicing health behaviors.

(6) Health information. The student understands how to recognize health information. The student is expected to:

(A) identify people who can provide health information; and

(B) identify various media that provide health information.

(7) Influencing factors. The student recognizes the influence of media and technology on personal health. The student is expected to:

(A) describe how the media can influence an individual's health choices such as television ads for fast foods and breakfast cereals; and

(B) discuss how personal health care products have been improved by technology such as sunblock and safety equipment.

(8) Influencing factors. The student understands how relationships influence personal health. The student is expected to:

(A) describe how friends can influence a person's health; and

(B) recognize unsafe requests made by friends such as playing in the street.

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

(A) identify characteristics needed to be a responsible family member or friend;

(B) list and demonstrate good listening skills; and

(C) demonstrate refusal skills.

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

(A) describe how to effectively communicate;

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

(C) explain the benefits of practicing self-control.

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

(A) explain steps in the decision-making process and the importance of following the steps;

(B) describe how personal-health decisions affect self and others;

(C) list the steps and describe the importance of task completion and goal setting; and

(D) explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health.

§115.5. Health Education, Grade 3.

(a) Introduction.

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

(2) In Grade 3, students build on the knowledge and skills learned in the second grade. In addition to students learning health knowledge that can help them improve or maintain health habits, students begin to learn about body systems, growth and development, and the relationship between health and the environment. Students are also introduced to interpersonal skills that they will use to communicate and interact with friends and family.

(b) Knowledge and skills.

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

(A) explain how personal-health habits affect self and others;

(B) describe ways to improve personal fitness;

(C) identify types of nutrients;

(D) describe food combinations in a balanced diet such as a food pyramid;

(E) explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music; and

(F) explain strategies for maintaining a personal-health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills.

(2) Health behaviors. The student recognizes and performs behaviors that reduce health risks throughout the life span. The student is expected to:

(A) explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons;

(B) describe the harmful effects of alcohol, tobacco, and other drugs on physical, mental, and social health and why people should not use them;

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

(D) identify examples of abuse and describe appropriate responses; and

(E) describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries.

(3) Health behaviors. The student knows and engages in behaviors that prevent disease and speed recovery from illness. The student is expected to:

(A) identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease;

(B) explain the body's defense systems and how they fight disease; and

(C) explain actions to take when illness occurs such as informing parents/adults.

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

(A) list and explain the stages of growth and development;

(B) name and locate major components of the body systems; and

(C) explain the interrelationships of the body systems.

(5) Health information. The student knows how to access health information. The student is expected to:

(A) demonstrate the ability to locate resources from parents and family members, school, and the community; and

(B) demonstrate the ability to locate school and community health helpers.

(6) Influencing factors. The student understands factors that influence individual and community health. The student is expected to:

(A) relate how protecting the environment promotes individual and community health;

(B) identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness;

(C) identify ways to protect personal health from environmental hazards such as lead removal and no smoking laws; and

(D) describe roles and responsibilities of family members in promoting and practicing health behaviors.

(7) Influencing factors. The student comprehends ways in which media and technology influence individual and community health. The student is expected to:

(A) describe how the media can influence knowledge and health behaviors; and

(B) identify ways in which health care has improved as a result of technology.

(8) Personal/interpersonal skills. The student understands how relationships can positively and negatively influence individual and community health. The student is expected to:

(A) distinguish between positive and negative peer pressures and their effects on personal health behaviors; and

(B) describe ways in which peers and families can work together to build a healthy community.

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

(A) demonstrate effective verbal and nonverbal communication;

(B) demonstrate strategies for resolving conflicts;

(C) explain how to be a good friend;

(D) demonstrate effective listening skills;

(E) identify ways to communicate with parents/trusted adults about health concerns; and

(F) demonstrate refusal skills.

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

(A) demonstrate respectful communication with family members, peers, teachers, and others;

(B) describe the mental-health value of respectful communication such as reducing the potential for angry behavior; and

(C) express needs, wants, and emotions in healthy ways.

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

(A) practice critical-thinking skills when making health decisions;

(B) gather data to help make informed health choices;

(C) explain the positive and negative consequences of making a health-related choice;

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

(E) practice assertive communication and refusal skills;

(F) describe goal-setting skills; and

(G) explain the importance of time passage with respect to a goal.

§115.6. *Health Education, Grade 4.*

(a) Introduction.

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To

achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) In addition to learning age-specific health information on a variety of health topics, students in Grade 4 learn how their behaviors affect their body systems. Students are taught the consequences of unsafe behaviors, and how to protect themselves from harm. Students also learn the value and use of social skills in dealing with peer pressure, communicating effectively, and assisting in forming healthy social relationships.

(b) Knowledge and skills.

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

- (A) identify the benefits of six major nutrients contained in foods;
- (B) identify information on menus and food labels;
- (C) differentiate between aerobic and anaerobic exercise;
- (D) explain the physical, mental, and social benefits of fitness;
- (E) explain how sleep affects academic performance; and
- (F) identify the importance of taking personal responsibility for developing and maintaining a personal health plan such as fitness, nutrition, stress management, and personal safety.

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

- (A) describe how health behaviors affect body systems; and
- (B) describe the basic function of major body systems such as the circulatory and digestive systems.

(3) Health information. The student knows how to access health information. The student is expected to:

- (A) identify characteristics of health information; and
- (B) describe the importance of accessing health information through a variety of health resources.

(4) Health behaviors. The student understands and engages in behaviors that reduce health risks throughout the life span. The student is expected to:

- (A) identify the use and abuse of prescription and non-prescription medication such as over-the-counter;
- (B) explain the similarities of and the differences between medications and street drugs/substances;

(C) describe the short-term and long-term harmful effects of tobacco, alcohol, and other substances such as physical, mental, social, and legal consequences;

(D) identify ways to avoid drugs and list alternatives for the use of drugs and other substances;

(E) explain how to develop a home-safety and emergency response plan such as fire safety;

(F) identify strategies for avoiding deliberate and accidental injuries such as gang violence and accidents at school and home; and

(G) identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.

(5) Health behavior. The student comprehends and practices behaviors that prevent disease and speed recovery from illness. The student is expected to:

- (A) set personal-health goals for preventing illness;
- (B) identify different pathogens and explain how the body protects itself from pathogens such as viruses, bacteria, and fungi;
- (C) discuss ways in which prevention and transmission of disease are affected by individual behaviors; and
- (D) distinguish between communicable and noncommunicable diseases.

(6) Influencing factors. The student comprehends factors that influence individual, family, and community health. The student is expected to:

- (A) identify similarities in which healthy environments can be promoted in homes, schools, and communities; and
- (B) explain the importance of a community environmental health plan.

(7) Influencing factors. The student comprehends ways in which the media and technology can influence individual and community health. The student is expected to:

- (A) explain how the media can influence health behaviors; and
- (B) describe ways technology can influence health.

(8) Personal/interpersonal skills. The student understands how relationships can positively and negatively influence individual and community health. The student is expected to:

- (A) explain the influence of peer pressure on an individual's social and emotional health; and
- (B) describe the importance of being a positive role model for health.

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

- (A) describe the qualities of a good friend;
- (B) explain steps in conflict resolution;

(C) explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted;

(D) demonstrate healthy ways of gaining attention;

(E) identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions;

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

(G) identify positive and negative characteristics of social groups such as gangs, clubs, and cliques; and

(H) demonstrate refusal skills.

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

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

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

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

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

(A) explain the importance of seeking guidance from parents and other trusted adults in making healthy decisions and solving problems;

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

(C) describe the importance of parental guidance and other trusted adults in goal setting;

(D) explain the dangers of yielding to peer pressures by assessing risks/consequences; and

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

§115.7. Health Education, Grade 5.

(a) Introduction.

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

(2) In addition to age-appropriate information about personal health habits, students in Grade 5 are taught about the human

body and the changes that come with puberty. Students are taught how to maintain healthy body systems and prevent disease. Students also learn how technology and the media influence personal health and how to apply problem-solving skills to improve or protect their health.

(b) Knowledge and skills.

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

(A) examine and analyze food labels and menus for nutritional content;

(B) apply information from the food guide pyramid to making healthy food choices;

(C) identify foods that are sources of one or more of the six major nutrients;

(D) calculate the relationship between caloric intake and energy expenditure;

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

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

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

(A) describe the structure, functions, and interdependence of major body systems; and

(B) identify and describe changes in male and female anatomy that occur during puberty.

(3) Health information. The student knows how to utilize health information. The student is expected to:

(A) describe methods of accessing health information; and

(B) demonstrate ways to communicate health information such as posters, videos, and brochures.

(4) Health behaviors. The student recognizes behaviors that prevent disease and speed recovery from illness. The student is expected to:

(A) explain how to maintain the healthy status of body systems such as avoiding smoking to protect the lungs;

(B) relate the importance of immunizations in disease prevention;

(C) distinguish between myth and fact related to disease and disease prevention;

(D) list the effects of harmful viruses on the body such as polio, Human Immunodeficiency Virus (HIV), and the common cold; and

(E) explain how to manage common minor illnesses such as colds and skin infections.

(5) Health behaviors. The student comprehends behaviors that reduce health risks throughout the life span. The student is expected to:

(A) describe the use and abuse of prescription and non-prescription medications such as over-the-counter;

(B) compare and contrast the effects of medications and street drugs;

(C) analyze the short-term and long-term harmful effects of alcohol, tobacco, and other substances on the functions of the body systems such as physical, mental, social, and legal consequences;

(D) identify and describe alternatives to drug and substance use;

(E) demonstrate strategies for preventing and responding to deliberate and accidental injuries;

(F) explain strategies for avoiding violence, gangs, weapons and drugs;

(G) describe response procedures for emergency situations;

(H) describe the value of seeking advice from parents and educational personnel about unsafe behaviors; and

(I) explain the impact of neglect and abuse.

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

(A) distinguish between healthy and harmful influences of friends and others;

(B) describe the characteristics of healthy and unhealthy friendships;

(C) identify ways to enhance personal communication skills;

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

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

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

(G) describe strategies for stress management.

(7) Influencing factors. The student comprehends ways in which media and technology influence individual and community health. The student is expected to:

(A) research the effect of media on health-promoting behaviors; and

(B) identify the use of health-related technology in the school such as audiometry and the Internet.

(8) Influencing factors. The student knows how various factors influence individual, family, and community health throughout the life span. The student is expected to:

(A) explain the importance of communication skills as a major influence on the social and emotional health of the individual and family;

(B) describe daily and weekly activities that promote the health of a family;

(C) describe how a safe school environment relates to a healthy community; and

(D) identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging.

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

(A) describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor;

(B) assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving;

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

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

(E) explain the necessity of perseverance to achieve goals; and

(F) explain the importance of parent/trusted adult guidance in goal setting.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Subchapter B. Middle School

19 TAC §§115.21–115.23

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the enrichment curriculum.

§115.22. *Health Education, Grade 6.*

(a) Introduction.

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students

should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) In middle school, students learn about health behaviors that will safeguard their health as well as information related to understanding puberty and the reproductive process. Students are taught about factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Middle school students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community.

(b) Knowledge and skills.

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

- (A) analyze healthy and unhealthy dietary practices;
- (B) explain the importance of a personal dietary and exercise plan;
- (C) compare immediate and long-range effects of personal health care choices such as personal and dental hygiene;
- (D) identify causes and affects associated with poor body image such as eating disorders and growth patterns;
- (E) examine the concept of cost versus effectiveness of health-care products;
- (F) describe the mental, physical, and social benefits of regular exercise and fitness;
- (G) describe the importance of establishing and implementing a periodic health-maintenance clinical assessment; and
- (H) demonstrate strategies for managing stress.

(2) Health information. The student recognizes ways that body structure and function relate to personal health throughout the life span. The student is expected to:

- (A) analyze the relationships among the body systems;
- (B) describe changes in male and female anatomy and physiology during puberty;
- (C) analyze the role of hormones as they relate to growth and development and personal health; and
- (D) describe menstrual health and identify the relationship to reproduction.

(3) Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention. The student is expected to:

- (A) describe various modes of disease transmission;
- (B) compare healthy cell growth to cell growth in the disease process; and

(C) list noncommunicable and hereditary diseases and respective prevention and treatment techniques.

(4) Health information. The student comprehends ways of researching, accessing, and analyzing health information. The student is expected to:

- (A) list ways to evaluate health products, practices, and services such as sunblocks, dietary aides, and over-the-counter medications; and
- (B) use critical thinking to research and evaluate health information.

(5) Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:

- (A) analyze the use and abuse of prescriptions and non-prescription medications such as over-the-counter;
- (B) examine social influences on drug-taking behaviors;
- (C) describe chemical dependency and addiction to tobacco, alcohol, and other drugs and substances;
- (D) explain the relationship between tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as drinking and driving and Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD) transmission;
- (E) identify ways to prevent the use of tobacco, alcohol, drugs, and other substances such as alternative activities;
- (F) demonstrate an understanding of basic first-aid procedures;

(G) demonstrate strategies for the prevention of and response to deliberate and accidental injuries such as using conflict resolution skills instead of fighting and wearing a seat belt;

(H) identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations; and

(I) explain the consequences of sexual activity and the benefits of abstinence.

(6) Influencing factors. The student understands how factors in the environment influence individual and community health. The student is expected to:

- (A) identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures; and
- (B) make healthy choices from among environmental alternatives such as leaving a smoke filled room or selecting healthy snacks from vending machines.

(7) Influencing factors. The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships. The student is expected to:

- (A) differentiate between positive and negative relationships that can affect individual health such as clubs, gangs, or families;

(B) explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior;

(C) practice conflict resolution/mediation skills;

(D) describe strategies such as abstinence for communicating refusal to engage in unsafe behaviors; and

(E) describe methods for communicating important issues with parents and peers.

(8) Influencing factors. The student comprehends how media and technology influence individual and community health. The student is expected to:

(A) identify and analyze various media and technologies that influence individual and community health such as computer software and the World Wide Web; and

(B) explain the relationship between health needs and technology development such as the development of a Human Immunodeficiency Virus (HIV) vaccine.

(9) Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:

(A) develop strategies for supporting and respecting all family members; and

(B) identify strategies for coping with unhealthy behaviors in the family such as abuse, alcoholism, and neglect.

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

(A) demonstrate ways to communicate empathy to others and have consideration for others;

(B) assess healthy ways of responding to disrespectful behaviors such as mediation;

(C) practice methods for self-control;

(D) describe healthy ways to express affection and love;

(E) describe ways to manage anxiety and grief;

(F) define stress and its effects on individual health and relationships; and

(G) identify stressors and their impact on the health of the individual and family.

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

(A) seek the input of parents and other trusted adults in problem solving and goal setting;

(B) demonstrate the use of refusal skills in unsafe situations;

(C) explain the impact of peer pressure on decision making;

(D) compare the risks and benefits of various health behaviors such as choosing not to smoke; and

(E) identify the possible health implications of long-term personal and vocational goals.

§115.23. *Health Education, Grade 7-8.*

(a) Introduction.

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

(2) In middle school, students learn about health behaviors that will safeguard their health as well as information related to understanding puberty and the reproductive process. Students are taught about factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Middle school students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community.

(b) Knowledge and skills.

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

(A) analyze the interrelationships of physical, mental, and social health;

(B) identify and describe types of eating disorders such as bulimia, anorexia, or overeating;

(C) identify and describe lifetime strategies for prevention and early identification of disorders such as depression and anxiety that may lead to long-term disability; and

(D) describe the life cycle of human beings including birth, dying, and death.

(2) Health information. The student recognizes ways that body structure and function relate to personal health throughout the life span. The student is expected to:

(A) explain how differences in growth patterns among adolescents such as onset of puberty may affect personal health;

(B) describe the influence of the endocrine system on growth and development;

(C) compare and contrast changes in males and females;

(D) describe physiological and emotional changes that occur during pregnancy; and

(E) examine physical and emotional development during adolescence.

(3) Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span. The student is expected to:

(A) explain the role of preventive health measures, immunizations, and treatment in disease prevention such as wellness exams and dental check-ups;

(B) analyze risks for contracting specific diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors;

(C) distinguish risk factors associated with communicable and noncommunicable diseases; and

(D) summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases.

(4) Health information. The student knows how to research, access, analyze, and use health information. The student is expected to:

(A) use critical thinking to analyze and use health information such as interpreting media messages;

(B) develop evaluation criteria for health information;

(C) demonstrate ways to use health information to help self and others; and

(D) discuss the legal implications regarding sexual activity as it relates to minor persons.

(5) Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:

(A) analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries;

(B) describe the dangers associated with a variety of weapons;

(C) identify strategies for prevention and intervention of emotional, physical, and sexual abuse;

(D) identify information relating to abstinence;

(E) analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;

(F) discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity;

(G) demonstrate basic first-aid procedures including Cardiopulmonary Resuscitation (CPR) and the choking rescue;

(H) explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs and other substances;

(I) relate medicine and other drug use to communicable disease, prenatal health, health problems in later life, and other adverse consequences;

(J) identify ways to prevent the use of tobacco, alcohol, and other drugs such as alternative activities;

(K) apply strategies for avoiding violence, gangs, weapons and drugs; and

(L) explain the importance of complying with rules prohibiting possession of drugs and weapons.

(6) Influencing factors. The student understands how physical and social environmental factors can influence individual and community health throughout the life span. The student is expected to:

(A) relate physical and social environmental factors to individual and community health such as climate and gangs; and

(B) describe the application of strategies for controlling the environment such as emission control, water quality, and waste management.

(7) Influencing factors. The student investigates positive and negative relationships that influence individual, family, and community health. The student is expected to:

(A) analyze positive and negative relationships that influence individual and community health such as families, peers, and role models; and

(B) develop strategies for monitoring positive and negative relationships that influence health.

(8) Influencing factors. The student researches ways in which media and technology influence individual and community health throughout the life span. The student is expected to:

(A) explain the role of media and technology in influencing individuals and community health such as watching television or reading a newspaper and billboard; and

(B) explain how programmers develop media to influence buying decisions.

(9) Influencing factors. The student understands how social factors impact personal, family, community, and world health. The student is expected to:

(A) describe personal health behaviors and knowledge unique to different generations and populations; and

(B) describe characteristics that contribute to family health.

(10) Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to:

(A) differentiate between positive and negative peer pressure;

(B) describe the application of effective coping skills;

(C) distinguish between effective and ineffective listening such as paying attention to the speaker versus not making eye-contact;

(D) summarize and relate conflict resolution/mediation skills to personal situations; and

(E) appraise the importance of social groups.

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

(A) describe techniques for responding to criticism;

- (B) demonstrate strategies for coping with problems and stress;
- (C) describe strategies to show respect for individual differences including age differences;
- (D) describe methods of communicating emotions;
- (E) describe the effect of stress on personal and family health; and
- (F) describe the relationships between emotions and stress.

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

- (A) interpret critical issues related to solving health problems;
- (B) relate practices and steps necessary for making health decisions;
- (C) appraise the risks and benefits of decision-making about personal health;
- (D) predict the consequences of refusal skills in various situations;
- (E) examine the effects of peer pressure on decision making;
- (F) develop strategies for setting long-term personal and vocational goals; and
- (G) demonstrate time-management skills.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 6, 1997.

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Criss Cloudt

Associate Commissioner, Policy Planning and Research

Texas Education Agency

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For further information, please call: (512) 463-9701



Subchapter C. High School

19 TAC §§115.31–115.33

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the enrichment curriculum.

§115.32. *Health 1, Grades 9-10 (One-Half Credit).*

(a) Introduction.

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students

should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) In Health 1, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.

(b) Knowledge and skills.

(1) Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:

- (A) relate the nation's health goals and objectives to individual, family, and community health;
- (B) examine the relationship among body composition, diet, and fitness;
- (C) explain the relationship between nutrition, quality of life, and disease;
- (D) describe the causes, symptoms, and treatment of eating disorders;
- (E) examine issues related to death and grieving;
- (F) discuss health-related social issues such as organ donation and homelessness;
- (G) analyze strategies to prevent suicides;
- (H) examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression; and
- (I) describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages.

(2) Health information. The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:

- (A) analyze the relationship between health promotion and disease prevention;
- (B) analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention;
- (C) identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion; and
- (D) develop and analyze strategies related to the prevention of communicable and non-communicable diseases.

(3) Health information. The student recognizes the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:

(A) explain fetal development from conception through pregnancy and birth;

(B) explain the importance of the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding;

(C) analyze the harmful effects of certain substances on the fetus such as alcohol, tobacco, other drugs, and environmental hazards such as lead; and

(D) explain the significance of genetics and its role in fetal development.

(4) Health information. The student investigates and evaluates the impact of media and technology on individual, family, community, and world health. The student is expected to:

(A) analyze the health messages delivered through media and technology; and

(B) explain how technology has impacted the health status of individuals, families, communities, and the world.

(5) Health information. The student understands how to evaluate health information for appropriateness. The student is expected to:

(A) develop evaluation criteria for health information;

(B) demonstrate ways to utilize criteria to evaluate health information for appropriateness;

(C) discuss the legal implications regarding sexual activity as it relates to minor persons; and

(D) demonstrate decision-making skills based on health information.

(6) Health behaviors. The student assesses the relationship between body structure and function and personal health throughout the life span. The student is expected to:

(A) examine the effects of health behaviors on body systems;

(B) relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care; and

(C) appraise the significance of body changes occurring during adolescence.

(7) Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:

(A) analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as physical, mental, social, and legal consequences;

(B) explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as Human

Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD), unplanned pregnancies, and motor vehicle accidents;

(C) develop strategies for preventing use of tobacco, alcohol, and other addictive substances;

(D) analyze the importance of alternatives to drug and substance use;

(E) analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;

(F) analyze strategies for preventing and responding to deliberate and accidental injuries;

(G) analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence;

(H) analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases;

(I) analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods including the prevention of Sexually Transmitted Diseases (STDs), keeping in mind the effectiveness of remaining abstinent until marriage;

(J) analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape;

(K) analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age; and

(L) discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity.

(8) Influencing factors. The student analyzes the effect of relationships on health behaviors. The student is expected to:

(A) evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends; and

(B) explain the benefits of positive relationships among community health professionals in promoting a healthy community.

(9) Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:

(A) describe the roles of parents, grandparents, and other family members in promoting a healthy family; and

(B) analyze the dynamics of family roles and responsibilities relating to health behavior.

(10) Influencing factors. The student evaluates the effect of a variety of environmental factors on community and world health. The student is expected to:

(A) assess the impact of population and economy on community and world health;

(B) analyze the impact of the availability of health services in the community and the world; and

(C) describe a variety of community and world environmental protection programs.

(11) Influencing factors. The student understands how to access school and community health services for people of all ages. The student is expected to:

(A) research various school and community health services for people of all ages such as vision and hearing screenings and immunization programs; and

(B) compare and analyze the cost, availability, and accessibility of health services for people of all ages.

(12) Influencing factors. The student understands situations in which people of all ages require professional health services. The student is expected to:

(A) identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care; and

(B) explain how to access health services for people of all ages.

(13) Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. The student is expected to:

(A) demonstrate communication skills in building and maintaining healthy relationships;

(B) distinguish between a dating relationship and a marriage;

(C) analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage;

(D) evaluate the effectiveness of conflict resolution techniques in various situations;

(E) demonstrate refusal strategies;

(F) explore methods for addressing critical-health issues; and

(G) evaluate the dynamics of social groups.

(14) Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. The student is expected to:

(A) demonstrate strategies for communicating needs, wants, and emotions;

(B) examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse; and

(C) communicate the importance of practicing abstinence.

(15) Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:

(A) apply communication skills that demonstrate consideration and respect for self, family, and others;

(B) demonstrate empathy towards others; and

(C) analyze ways to show disapproval of inconsiderate and disrespectful behavior.

(16) Personal/interpersonal skills. The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span. The student is expected to:

(A) identify decision-making skills that promote individual, family, and community health;

(B) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills;

(C) classify forms of communication such as passive, aggressive, or assertive; and

(D) associate risk-taking with consequences such as drinking and driving.

(17) Personal/interpersonal skills. The student applies strategies for advocating and evaluating outcomes for health issues. The student is expected to:

(A) research information about a personal health concern;

(B) demonstrate knowledge about personal and family health concerns; and

(C) develop strategies to evaluate information relating to a variety of critical health issues.

§115.33. *Advanced Health, Grades 11-12 (One-Half Credit).*

(a) General requirements. The recommended prerequisite for this course is Health I.

(b) Introduction.

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

(2) In Advanced Health, students are provided opportunities for researching, discussing, and analyzing health issues. This higher level of involvement provides students with experiences designed to reinforce positive health behaviors. Students are given the opportunity to learn more about technology, how it affects health, and how to use electronic technology to gain health information. The emphasis in this course is less related to learning facts and more related to providing students with the skills necessary to access their own health information and services and become health literate.

(c) Knowledge and skills.

(1) Health information. The student applies technology to analyze and appraise personal health. The student is expected to:

(A) generate a personal-health profile using appropriate technology such as stress reduction, body fat composition, and nutritional analysis; and

(B) explain how technology can influence health.

(2) Health information. The student researches and analyzes information in the management of health promotion and disease prevention. The student is expected to:

(A) investigate various sources in the community that promote health and prevent disease; and

(B) design health promotion materials.

(3) Health information. The student investigates the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:

(A) analyze problems during various stages of fetal development;

(B) investigate the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding;

(C) describe the harmful effects of certain substances on the fetus such as alcohol, tobacco, environmental hazards such as lead, and other drugs;

(D) analyze roles of relationships and responsibilities relating to marriage; and

(E) analyze behavior in romantic relationships that enhance dignity, respect, and responsibility .

(4) Health information. The student evaluates the validity of health information. The student is expected to:

(A) research current health-related standards related to health information and products from valid sources such as the Centers for Disease Control and Prevention and the Food and Drug Administration;

(B) analyze health information based on health-related standards; and

(C) evaluate the impact of laws relating to the use of medication, alcohol, tobacco, and other drugs/substances.

(5) Health information. The student describes the effect of marketing and advertising on health behavior. The student is expected to:

(A) analyze marketing and advertising techniques in health-product and service promotion; and

(B) apply marketing and advertising techniques to health promotion.

(6) Health information. The student evaluates and utilizes communication skills in building and maintaining healthy relationships. The student is expected to:

(A) apply effective communication skills for building and maintaining healthy relationships;

(B) design strategies for implementing effective conflict resolution/mediation strategies; and

(C) present a model for effective communication skills.

(7) Health behaviors. The student generates strategies that address health-risk behaviors. The student is expected to:

(A) participate in school-related efforts to address health-risk behaviors;

(B) develop a plan to participate in community efforts to address health-risk behaviors;

(C) develop educational-safety models for children and adults for use at home, school, and in the community;

(D) evaluate the impact of laws relating to tobacco, alcohol, drugs and other substances;

(E) investigate treatment plans for drug addiction; and

(F) describe the interrelatedness of alcohol and other drugs to health problems such as drugs and date rape, Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD), and drinking and driving.

(8) Influencing factors. The student researches and evaluates a variety of environmental factors that impact personal and community health. The student is expected to:

(A) analyze the impact of environmental factors such as air, water, or noise on the health of the community such as air pollution affecting asthma and drought conditions affecting water supplies;

(B) formulate strategies for combating environmental factors that have a detrimental effect on the health of a community; and

(C) develop strategies for aiding in the implementation of a community environmental health plan.

(9) Influencing factors. The student assesses the impact of the economy on community and world health. The student is expected to:

(A) relate economic status to availability of health services within the community; and

(B) analyze health care costs of various health services in different countries.

(10) Influencing factors. The student recognizes the importance of personal contributions to the health of the community. The student is expected to:

(A) research and/or participate in community health programs that benefit various populations such as volunteering for teen health lines and volunteering in nursing homes; and

(B) participate in a presentation to educate others about a variety of health issues such as panel discussions and role plays or skits to inform younger students about the dangers of drug use or smoking.

(11) Influencing factors. The student understands issues related to community health services. The student is expected to:

(A) analyze how the cost, availability, and accessibility of health-care services affects the community; and

(B) evaluate how the selection of health care services, products, and information affects the community.

(12) Influencing factors. The student investigates technological advances in the community that impact the health of individuals, families, and communities. The student is expected to:

(A) describe technological advances available in the community that treat health problems such as medical procedures at local hospitals for treating heart disease and cancer; and

(B) locate health care facilities at which members of the community can obtain medical care.

(13) Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. The student is expected to:

(A) create and apply strategies for communicating emotions, needs, and wants;

(B) demonstrate leadership skills for advocating health;

(C) investigate and summarize current laws relating to unacceptable behaviors such as harassment, acquaintance and statutory rape, and sexual abuse; and

(D) create strategies that promote the advantages of abstinence.

(14) Personal/interpersonal skills. The student evaluates communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:

(A) appraise effective communication skills that demonstrate consideration and respect for self, family, and others;

(B) associate effective communication with success in school and the workplace;

(C) explain the detrimental effects of inconsiderate and disrespectful behavior;

(D) apply criteria for using passive, aggressive, and assertive communication in relationships;

(E) analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age; and

(F) discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity.

(15) Personal/interpersonal skills. The student synthesizes information and applies strategies for making health-promoting decisions. The student is expected to:

(A) apply decision-making skills to health-promoting decisions;

(B) interpret information provided by parents and other adults; and

(C) determine causal connections that promote health in relationships.

(16) Personal/interpersonal skills. The student applies strategies for advocating and evaluating outcomes for health issues. The student is expected to:

(A) research information regarding personal and family health concerns;

(B) design materials for health advocacy; and

(C) apply the concept of research and evaluation for determining health information for special populations.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Criss Cloudt

Associate Commissioner, Policy Planning and Research

Texas Education Agency

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For further information, please call: (512) 463-9701



Chapter 116. Texas Essential Knowledge and Skills for Physical Education

Subchapter A. Elementary

19 TAC §§116.1–116.7

The Texas Education Agency (TEA) adopts new §§116.1-116.7, 116.21-116.24, and 116.51-116.56, concerning physical education. Sections 116.4, 116.5, 116.23, 116.24, 116.53, 116.55, and 116.56 are adopted with changes to the proposed text as published in the June 6, 1997, issue of the *Texas Register* (22 TexReg 5501). Sections 116.1-116.3, 116.6, 116.7, 116.21, 116.22, 116.51, 116.52, and 116.54 are adopted without changes and will not be republished.

The new sections establish the essential knowledge and skills for elementary, middle, and high school physical education, including the following high school courses: Foundations of Personal Fitness; Adventure/Outdoor Education; Aerobic Activities; Individual Sports; and Team Sports. The provisions of these sections shall supersede §75.30(a)-(l) of this title (relating to Physical Education); §75.30(m) and §75.46 of this title (relating to Physical Education); and §75.66 of this title (relating to Physical Education) beginning September 1, 1998. If they choose to do so, school districts can implement the Texas essential knowledge and skills (TEKS) for courses for which essential elements can be found in 19 TAC Chapter 75 of this title (relating to Curriculum) during the 1997-1998 school year.

The Texas Education Code organizes the required curriculum into two types: the foundation curriculum and the enrichment curriculum. As specified in legislation, the essential knowledge and skills of the enrichment curriculum serve as guidelines to school districts in providing instruction. Implementation

of all new TEKS is scheduled to begin September 1, 1998, rather than over the timespan of several school years as was proposed.

The following changes have been made since the sections were proposed.

Throughout the sections, several changes have been made to correct technical errors.

In §116.5 (relating to Physical Education, Grade 3), new language has been added to subsection (a)(3) that summarizes the focus of Grade 3 physical education. The language had been inadvertently omitted.

In §116.53 (relating to Adventure/Outdoor Education (One-Half Credit)), three statements of student expectations have been moved from subsection (c)(2), where they had been inadvertently placed, to subsection (c)(4). New statements of student expectations have been added to subsection (c)(2) to replace those that had been moved.

In §116.55 (relating to Individual Sports (One-Half Credit)), language regarding the amount of credit and a recommended prerequisite has been added, which had been inadvertently omitted. This change has also been made to §116.56 (relating to Team Sports (One-Half Credit)).

The following comments have been received regarding adoption of the new sections.

General Comments.

Comment. The Texas Medical Association; American Heart Association; Texas Pediatric Society; Texas Association for Health, Physical Education, Recreation and Dance (TAHPERD); Texas Comprehensive School Health Initiative; American Cancer Society; Texas School Health Association; Texas Association of School District Police; and several individuals commented that it is the objective of the TEKS for physical education to ensure the fitness literacy of our school children.

Comment. The Texas Family Planning Association commented that the TEKS for physical education be adopted.

Comment. An individual commented that a major strength of the TEKS for physical education is the clearly stated objectives.

Comment. An individual commented that the TEKS for physical education contain a well-balanced instructional program for all students, regardless of identified needs and conditions.

Comment. An individual commented that a strength of the TEKS for physical education is that they can be clearly understood. How can students participate in daily, physical activity when the students are not required to come to class on a daily basis?

Agency Response. The extent to which school districts provide physical education in Kindergarten-Grade 8 is a local school district decision.

Comment. An individual commented that the TEKS for physical education are general enough to cover the wide scope of physical education but also provides specific guidelines for areas like awareness and space at the lower level.

Comment. An individual commented that with the TEKS for physical education we are better able to direct student learning to more than just the presentation of material in teacher preparation programs.

Comment. An individual commented that a major strength of the document is that the student expectations are good, clearly written expectations of what students should know and be able to do.

Comment. An individual commented that the TEKS for physical education cover pertinent areas of physical education and age-appropriate skills that are needed in the area of physical education.

Comment. TAHPERD commented that the TEKS for physical education are fundamentally sound, based on scientific principles and best practices research, and reflect good common sense. The TEKS will provide impetus for the development of curricula that will prepare our children for the millennium.

Comment. The Texas Public Policy Foundation commented that the TEKS do not meet one or more of the following standards: the standards should relate directly to subject content; clearly specify the expected knowledge and skills; become increasingly complex; be objectively testable; and incorporate recommendations submitted by experts.

Agency Response. The agency disagrees with this comment. The TEKS meet the criteria that they be academically rigorous, clear, grade-specific, and measurable. Expert advice has been incorporated as appropriate and consistent.

Issue: Process to develop the TEKS.

Comment. An individual commented that the process to develop the TEKS was inconvenient to interested participants; the service center and agency personnel were rude; and the public was deceived.

Agency Response. The agency disagrees with this comment. The process to develop the TEKS spanned nearly three years and afforded multiple opportunities for involvement by the public. Agency and regional education service center personnel were directed to solicit responses to the TEKS drafts during public hearings and by other means according to the guidelines established for the hearings and according to the schedule approved by the SBOE.

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the enrichment curriculum.

§116.4. *Physical Education, Grade 2.*

(a) Introduction.

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

(2) Second grade students learn to demonstrate key elements of fundamental movement skills and mature form in locomotive skills. Students learn to describe the function of the heart, lungs,

and bones as they relate to movement. Students are introduced to basic concepts of health promotion such as the relationship between a physically-active lifestyle and the health of the heart. Students learn to work in a group and demonstrate the basic elements of socially responsible conflict resolution.

(b) Knowledge and skills.

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

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

(B) demonstrate skills of chasing, fleeing, and dodging to avoid or catch others;

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

(D) demonstrate mature form in walking, hopping, and skipping;

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

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

(G) demonstrate simple stunts that exhibit personal agility such as jumping-one and two foot takeoffs and landing with good control;

(H) demonstrate smooth transition from one body part to the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position;

(I) demonstrate control weight transfers such as feet to hands with controlled landing and feet to back;

(J) demonstrate the ability to mirror a partner;

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

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

(M) jump a self-turned rope repeatedly; and

(N) demonstrate on cue key elements of hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand.

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

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

(B) identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force.

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

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

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

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

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

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

(A) identify how regular physical activity strengthens the heart, lungs, and muscular system;

(B) describe how the blood carries oxygen and nutrients through the body;

(C) identify foods that enhance a healthy heart;

(D) explain the need for foods as a source of nutrients that provide energy for physical activity;

(E) describe the negative effects of smoking on the lungs and the ability to exercise; and

(F) describe the need for rest and sleep in caring for the body.

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

(A) use equipment and space safely and properly;

(B) select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;

(C) list the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves;

(D) list water safety rules and describe their importance;

(E) identify safe cycling and road practices; and

(F) describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911.

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

(A) identify goals to be accomplished during simple games such as not getting tagged; and

(B) identify strategies in simple games and activities such as dodging to avoid being tagged.

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

- (A) display good sportsmanship; and
- (B) treat others with respect during play.

§116.5. *Physical Education, Grade 3.*

(a) Introduction.

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

(2) In Grades 3-5, students continue to develop strength, endurance, and flexibility. Students can demonstrate mature form in fundamental locomotor and manipulative skills and can often maintain that form while participating in dynamic game situations. Identifying personal fitness goals for themselves and beginning to understand how exercise affects different parts of the body is an important part of the instructional process.

(3) In Grade 3, students begin to learn and demonstrate more mature movement forms. Students also learn age-specific skills and the health benefits of physical activity. Students begin to learn game strategies, rules, and etiquette.

(b) Knowledge and skills.

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

- (A) travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations;
- (B) demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running into jump safely in dynamic situations;
- (C) demonstrate mature form in jogging, running, and leaping;
- (D) demonstrate moving in and out of a balanced position with control;
- (E) demonstrate proper body alignment in lifting, carrying, pushing, and pulling;
- (F) demonstrate control and appropriate form such as curled position and protection of neck in rolling activities such as forward roll, shoulder roll, and safety rolls;
- (G) transfer on and off equipment with good body control such as boxes, benches, stacked mats, horizontal bar, and balance beam;
- (H) clap echoes in a variety of one measure rhythmic patterns;
- (I) demonstrate various step patterns and combinations of movement in repeatable sequences; and
- (J) demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch and kick such as position your side to the target.

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

- (A) identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force; and
 - (B) know that practice, attention and effort are required to improve skills.
- (3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:
- (A) describe and select physical activities that provide for enjoyment and challenge;
 - (B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;
 - (C) participate in appropriate exercises for developing flexibility;
 - (D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; and
 - (E) identify opportunities for participation in physical activity in the community such as little league and parks and recreation.

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

- (A) describe the long term effects of physical activity on the heart;
- (B) distinguish between aerobic and anaerobic activities;
- (C) identify foods that increase or reduce bodily functions; and
- (D) identify principles of good posture and its impact on physical activity.

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

- (A) use equipment safely and properly;
- (B) select and use proper attire that promotes participation and prevents injury;
- (C) identify and apply safety precautions when walking, jogging, and skating in the community such as use sidewalks, walk on the left side of street when facing traffic, wear lights/reflective clothing, and be considerate of other pedestrians; and
- (D) identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities.

(6) Social development. The student understands basic components such as strategies and rules of structured physical

activities including but not limited to, games, sports, dance, and gymnastics. The student is expected to:

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

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

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

(A) follow rules, procedures, and etiquette;

(B) persevere when not successful on the first try in learning movement skills; and

(C) accept and respect differences and similarities in physical abilities of self and others.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Subchapter B. Middle School

19 TAC §§116.21–116.24

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the enrichment curriculum.

§116.23. *Physical Education, Grade 7.*

(a) Introduction.

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

(2) Seventh grade students apply similar concepts from one sport or movement setting to another. Students can observe another individual's performance and notice key elements for success. At this grade level, students participate in physical activity both in and out of school while maintaining a healthy level of fitness as their bodies grow and change. Their knowledge of safety and the ability to manage their own behavior is reinforced. Instruction is directed more toward encouraging the incorporation of physical activity into a daily routine and less toward fundamental skill development.

(b) Knowledge and skills.

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

(A) coordinate movements with teammates to achieve team goals;

(B) demonstrate appropriate relationships to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball;

(C) demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, kicking;

(D) perform selected folk, country, square, line, creative, and/or aerobic dances;

(E) design and perform sequences of dance steps/movements in practiced sequences with intentional changes in speed, direction, and flow;

(F) demonstrate, without cue, critical elements in specialized skills related to sports such as overhand throw for distance/force, serving and bumping, volleyball, shooting a basketball, shooting a lay-up, forehand and backhand, striking with a racket or club, or batting;

(G) combine skills competently to participate in modified versions of team and individual sports; and

(H) demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.

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

(A) create and modify activities that provide practice of selected skills to improve performance such as practice with non-dominant hand, practice specific game situations, or practice jumps or cartwheels in both directions;

(B) identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving;

(C) describe the importance of goal setting in improving skill;

(D) detect and correct errors in personal or partner's skill performance;

(E) make appropriate changes in performance based on feedback;

(F) identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support; and

(G) use basic offensive and defensive strategies while playing a modified version of a sport.

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

(A) participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities;

(B) identify favorite lifelong physical activities;

(C) participate in moderate to vigorous health-related physical activities on a regular basis;

(D) evaluate personal fitness goals and make appropriate changes for improvement; and

(E) select and use appropriate technology tools to evaluate, monitor, and improve physical development.

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

(A) list long term physiological and psychological benefits that may result from regular participation in physical activity;

(B) assess physiological effects of exercise during and after physical activity;

(C) match personal physical activities to health-related fitness components;

(D) analyze the strength and weaknesses of selected physical activities;

(E) identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function;

(F) identify and apply basic weight training principles and safety practices such as appropriate goals, appropriate weight and repetitions, body alignment, principle of frequency, intensity, and time, and importance of balance in muscle pairs;

(G) describe and predict the effects of fitness-related stress management techniques on the body;

(H) explain the effects of eating and exercise patterns on weight control, self-concept and physical performance; and

(I) recognize the effects of substance abuse on personal health and performance in physical activity.

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

(A) use equipment safely and properly;

(B) select and use proper attire that promotes participation and prevents injury;

(C) include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment;

(D) analyze exercises for their effects on the body such as beneficial/potentially dangerous; and

(E) recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.

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

(A) distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating; and

(B) describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as net/wall alternating the speed and direction of the ball, invasion- fakes, give and go, target-concentration, feel the movement, and fielding-back up other players.

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

(A) solve problems in physical activities by analyzing causes and potential solutions;

(B) work cooperatively in a group to achieve group goals in competitive as well as cooperative settings;

(C) accept decisions made by game officials such as student, teachers, and officials outside the school;

(D) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and joins teams; and

(E) recognize the role of games, sport, and dance in getting to know and understand others.

§116.24. *Physical Education, Grade 8.*

(a) Introduction.

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

(2) In Grade 8, although the acquisition of physical fitness and skill development is important, emphasis is placed more on participation for enjoyment and challenge, both in and out of school. Understanding the need to remain physically active throughout life by participating in enjoyable lifetime activities is the basis for eighth grade instruction.

(b) Knowledge and skills.

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

(A) coordinate movements with team mates to achieve team goals;

(B) demonstrate appropriate relationships of the body to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball;

(C) demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, or kicking;

(D) perform selected folk, country, square, line, creative, and/or aerobic dances;

(E) design and perform sequences of dance steps/movements into practiced sequences with intentional changes in speed, direction, and flow;

(F) demonstrate without cue critical elements in specialized skills related to sports such as overhand throw for distance/force, serving and bumping, volleyball, shooting a basketball, shooting a lay-up, forehand and backhand striking with a racket or club, or batting;

(G) combine skills competently to participate in modified versions of team and individual sports; and

(H) demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.

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

(A) create and modify activities that provide practice of selected skills to improve performance such as practice with non-dominant hand, practice specific game situations, and practice jumps or cartwheels in both directions;

(B) identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving;

(C) describe the importance of goal setting in improving skill;

(D) detect and correct errors in his/her or partner's skill performance;

(E) make appropriate changes in performance based on feedback;

(F) identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support increases stability; and

(G) use basic offensive and defensive strategies while playing a modified version of a sport.

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

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

(B) identify opportunities in the school and community for regular participation in physical activity;

(C) participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities;

(D) identify favorite lifelong physical activities;

(E) participate in moderate to vigorous physical activity for a sustained period of time on a regular basis;

(F) maintain healthy levels of flexibility;

(G) develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs;

(H) evaluate personal fitness goals and make appropriate changes for improvement; and

(I) select and use appropriate technology tools to evaluate, monitor, and improve physical development.

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

(A) list long term physiological and psychological benefits that may result from regular participation in physical activity;

(B) select aerobic exercises and describe the effects on the heart and overall health;

(C) assess physiological effects of exercise during and after physical activity;

(D) identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function;

(E) identify and apply basic weight training principles and safety practices such as appropriate goals, appropriate weight and repetitions, body alignment, principle of frequency, intensity and time, and importance of balance in muscle pairs;

(F) describe and predict the effects of stress management techniques on the body;

(G) explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance; and

(H) recognize the effects of substance abuse on personal health and performance in physical activity.

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

(A) use equipment safely and properly;

(B) select and use proper attire that promotes participation and prevents injury;

(C) include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment;

(D) analyze exercises for their effects on the body such as beneficial/potentially dangerous; and

(E) recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.

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

(A) distinguish between compliance and noncompliance rules and regulations and apply agreed upon consequences when officiating; and

(B) describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as alternating the speed and direction of the ball, invasion-fakes, give and go, target-concentration, feeling the movement, and fielding-back up other players.

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

(A) solve problems in physical activities by analyzing causes and potential solutions;

(B) work cooperatively in a group to achieve group goals in competitive as well as cooperative settings;

(C) identify and follow rules while playing sports and games;

(D) accept decisions made by game officials including student, teachers, and officials outside the school; and

(E) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and join teams.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Subchapter C. High School

19 TAC §§116.51-116.56

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the enrichment curriculum.

§116.53. *Adventure/Outdoor Education (One-Half Credit).*

(a) General requirements. The recommended prerequisite for this course is Foundations of Personal Fitness.

(b) Introduction.

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

(2) Students enrolled in adventure outdoor education are expected to develop competency in outdoor education activities that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selection of activities that also promote a respect for the environment and that can be enjoyed for a lifetime.

(c) Knowledge and skills.

(1) Movement. The student demonstrates competency in two or more outdoor education activities such as backpacking, boating, camping, hiking, orienteering, water sports, or water safety certification. The student is expected to:

(A) demonstrate consistency in the execution of the basic skills of adventure/outdoor education activities;

(B) demonstrate understanding of the rules and skills strategies of an activity and can apply them appropriately; and

(C) develop an appropriate conditioning program for the selected activity.

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

(A) use internal and external information to modify movement during performance;

(B) develop an appropriate conditioning program for the selected activity; and

(C) identify correctly the critical elements for successful performance within the context of the activity.

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

(A) select and participate in adventure/outdoor education activities that provide for enjoyment and challenge;

(B) analyze and compare health and fitness benefits derived from participation in adventure/outdoor education activities;

(C) establish realistic yet challenging health-related fitness goals;

(D) develop and participate in a personal fitness program that has the potential to meet identified goals;

(E) describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance; and

(F) select and use appropriate technology tools to evaluate, monitor, and improve physical development.

(4) Physical activity and health. The student knows the relationship between outdoor activities and health. The student is expected to:

(A) identify and apply the health-related fitness principles to outdoor activities;

(B) analyze the strengths and weaknesses of adventure/outdoor education activities and their effects on a personal fitness program;

(C) show evidence of developing and maintaining health-related fitness;

(D) explain and follow safety procedures during adventure/outdoor education activities;

(E) list and describe safety equipment used in outdoor activities; and

(F) design safe and appropriate practices/procedures to improve skill in an activity.

§116.55. Individual Sports (One-Half Credit).

(a) General requirements. The recommended prerequisite for this course is Foundations of Personal Fitness.

(b) Introduction.

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

(2) Students in Individual Sports are expected to participate in a wide range of individual sports that can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable is a major objective of this course.

(c) Knowledge and skills.

(1) Movement. The student develops the ability to participate confidently in individual sports. The student is expected to:

(A) exhibit a level of competency in two or more individual sports that include aquatics, archery, badminton, bicycling, bowling, gymnastics, golf, handball, racquetball, self-defense, table tennis, track and field, weight training, or wrestling; and

(B) consistently perform skills and strategies and follow rules at a basic level of competency.

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

(A) use internal and external information to modify movement during performance;

(B) describe appropriate practice procedures to improve skill and strategy in a sport;

(C) develop an appropriate conditioning program for the selected sport; and

(D) identify correctly the critical elements for successful performance of a sport skill.

(3) Social development. The student understands the basic components such as strategies, protocol, and rules of individual sports. The student is expected to:

(A) acknowledge good play from an opponent during competition;

(B) accept the roles and decisions of officials;

(C) demonstrate officiating techniques; and

(D) research and describe the historical development of an individual sport.

(4) Physical activity and health. The student exhibits a physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge during individual sports. The student is expected to:

(A) select and participate in individual sports that provide for enjoyment and challenge;

(B) analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition;

(C) analyze and compare health and fitness benefits derived from participating in selected individual sports;

(D) establish realistic yet challenging health-related fitness goals for selected individual sports;

(E) explain the interrelatedness between selected individual sports and a personal fitness program;

(F) describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance; and

(G) explain the effects of substance abuse on personal health and performance in physical activity such as side effects of steroid use.

(5) Physical activity and health. The student understands and applies safety practices associated with individual sports. The student is expected to:

(A) evaluate risks and safety factors that may effect individual sport preferences;

(B) identify and follow safety procedures when participating in individual sports; and

(C) describe equipment and practices that prevent or reduce injuries.

(6) Social development. The student develops positive personal and social skills needed to work independently and with others in individual sports. The student is expected to:

(A) evaluate personal skills and sets realistic goals for improvement;

(B) respond to challenges, successes, and failures in physical activities in socially appropriate ways;

(C) accept successes and performance limitations of self and others;

(D) anticipate potentially dangerous consequences of participating in selected individual sports; and

(E) demonstrate responsible behavior in individual sports such as playing by the rules, accepting lack of skill on others.

§116.56. Team Sports (One-Half Credit).

(a) General requirements. The recommended prerequisite for this course is Foundations of Personal Fitness.

(b) Introduction.

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for team work and

fair play. Like the other high school physical education courses, Team Sports is less concerned with the acquisition of physical fitness during the course than reinforcing the concept of incorporating physical activity into a lifestyle beyond high school.

(c) Knowledge and skills.

(1) Movement skills. The student demonstrates competency in many movement forms and proficiency in two or more team sports such as basketball, field hockey, flag football, floor hockey, soccer, softball, team handball, or volleyball. The student is expected to:

(A) demonstrate consistency using all the basic offensive skills of a sport while participating in a game such as dribbling, batting, or spiking competently in a dynamic setting; and

(B) demonstrate consistency using all the basic defensive skills of a sport while participating in a game such as guarding, trapping, blocking, fielding, tackling, or goalkeeping competently in a dynamic setting.

(2) Movement skills. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) use internal and external information to modify movement during performance;

(B) describe appropriate practice procedures to improve skill and strategy in an activity;

(C) develop an appropriate conditioning program for the selected activity;

(D) identify correctly the critical elements for successful performance within the context of the activity; and

(E) recognize that improvement is possible with appropriate practice.

(3) Social development. The student understands the basic components such as strategies, protocol, and rules of structured physical activities. The student is expected to:

(A) acknowledge good play from an opponent during competition;

(B) accept the roles and decisions of officials;

(C) demonstrate officiating techniques; and

(D) research and describe the historical development of an individual sport.

(4) Physical activity and health. The student exhibits a physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge through team sports. The student is expected to:

(A) select and participate in individual sports that provide for enjoyment and challenge;

(B) analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition;

(C) describe the health and fitness benefits derived from participating in selected team sports;

(D) establish realistic yet challenging health-related fitness goals;

(E) develop and participate in a personal fitness program that has the potential to provide identified goals; and

(F) describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.

(5) Physical activity and health. The student knows the implications and benefits from being involved in daily physical activity. The student is expected to:

(A) discuss training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance;

(B) explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance; and

(C) explain the effects of substance abuse on personal health and performance in physical activity.

(6) Physical activity and health. The student understands and applies safety practices associated with team sports. The student is expected to:

(A) evaluate risks and safety factors that may effect sport preferences;

(B) identify and apply rules and procedures that are designed for safe participation in team sports;

(C) identify team sports that achieve health-related fitness goals in both school and community settings; and

(D) participate regularly in team sports.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in team sports. The student is expected to:

(A) evaluate personal skills and set realistic goals for improvement;

(B) respond to challenges, successes, and failures in physical activities in socially appropriate ways;

(C) accept successes and performance limitations of self and others and exhibit appropriate behavior/responses;

(D) anticipate potentially dangerous consequences of participating in selected team sports; and

(E) display appropriate etiquette while participating in a sport.

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Chapter 118. Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits

The Texas Education Agency (TEA) adopts new §§118.1, 118.2, and 118.11-118.17, concerning economics with emphasis on the free enterprise system and its benefits. Sections 118.2, 118.11, and 118.12 are adopted with changes to the proposed text as published in the June 6, 1997, issue of the *Texas Register* (22 TexReg 5517). Sections 118.1 and 118.13-118.17 are adopted without changes and will not be republished.

The new sections establish the essential knowledge and skills for high school economics, including the following courses: Economics with Emphasis on the Free Enterprise System and Its Benefits, Economics Advanced Studies, Advanced Placement (AP) Microeconomics, Advanced Placement (AP) Macroeconomics, International Baccalaureate (IB) Economics Standard Level (SL), International Baccalaureate (IB) Economics Higher Level (HL), and Concurrent Enrollment in College Courses. The provisions of these sections shall supersede §75.69 of this title (relating to Economics with Emphasis on the Free Enterprise System and Its Benefits (One-half Unit)) beginning September 1, 1998. If they choose to do so, school districts can implement the Texas essential knowledge and skills (TEKS) for courses for which essential elements can be found in 19 TAC Chapter 75 of this title (relating to Curriculum) during the 1997-1998 school year. Adopted new essential knowledge and skills for social studies are filed in a separate submission.

The Texas Education Code organizes the required curriculum into two types: the foundation curriculum and the enrichment curriculum. As specified in legislation, the essential knowledge and skills of the enrichment curriculum serve as guidelines to school districts in providing instruction. Implementation of all new TEKS is scheduled to begin September 1, 1998, rather than over the timespan of several school years as was proposed.

The following changes have been made since the sections were proposed.

Several editorial changes have been made to improve clarity of language and increase rigor and specificity.

In §118.2 (relating to Economics with Emphasis on the Free Enterprise System and Its Benefits, High School(One-Half Credit)), the term "spelling" has been added to the statement of student expectation in subsection(c)(24)(B).

In §118.12(a) (relating to Economics Advanced Studies (One-Half Credit)), language addressing maximum credit for elective courses which students may repeat with different course content credit has been changed for clarification. In addition, language has been added to §118.12(a) stating that the Economics Advanced Studies course may be taken for state credit by students pursuing the Distinguished Achievement Program.

The following comments have been received regarding adoption of the new sections.

Subchapter A. High School.

§118.12. Economics Advanced Studies (One-Half Credit).

Issue: Course with flexible credits.

Comment. An individual commented that the language specifying how many credits a student may earn for Economics Advanced Studies is not clear.

Agency Response. The agency agrees with this comment and has amended the section to clarify the wording.

Issue: Courses for students pursuing the Distinguished Achievement Program.

Comment. An individual commented where is the course that is designed for students working on the Distinguished Achievement Program who need guidance in working with mentors and developing products of professional quality.

Agency Response. Section 118.12 is one course that can be taken by students working on the Distinguished Achievement Program. The agency has added language that clarifies the purpose of the course.

General Comments.

Comment. An individual commented in support of the TEKS for Economics with Emphasis on the Free Enterprise System and Its Benefits. Please vote to pass the TEKS in economics. Teachers and students throughout the state are waiting to implement the new curriculum. The development process has been a case study of the democratic process.

Comment. The Texas Social Studies Supervisors Association comments in support of passage of the TEKS for Economics with Emphasis on the Free Enterprise System and Its Benefits. The TEKS are comprehensive, challenging, and pedagogically sound; the level of specificity is appropriate; they were written by Texans who share a common vision of high expectations and educational excellence; and they are student-centered, clearly articulated, authentic, and reflect sound principle and practice.

Comment. The Texas Public Policy Foundation commented that the TEKS do not meet one or more of the following standards: the standards should relate directly to subject content; clearly specify the expected knowledge and skills; become increasingly complex; be objectively testable; and incorporate recommendations submitted by experts.

Agency Response. The agency disagrees with this comment. The TEKS meet the criteria that they be academically rigorous, clear, grade-specific, and measurable. Expert advice has been incorporated as appropriate and consistent.

Issue: Process to develop the TEKS.

Comment. An individual commented that the process to develop the TEKS was inconvenient to interested participants; the service center and agency personnel were rude; and the public was deceived.

Agency Response. The agency disagrees with this comment. The process to develop the TEKS spanned nearly three years and afforded multiple opportunities for involvement by the public. Agency and regional education service center personnel were directed to solicit responses to the TEKS drafts during

public hearings and by other means according to the guidelines established for the hearings and according to the schedule approved by the SBOE.

Issue: International Baccalaureate and experimental courses.

Comment. An individual commented that, unlike the essential elements, the TEKS for economics provide the flexibility necessary for students enrolled in the International Baccalaureate program. The arduous process of applying to the Texas Education Agency for experimental course approval will no longer be necessary. Please vote for the proposed TEKS for economics.

Subchapter A. High School

19 TAC §118.1, §118.2

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the enrichment curriculum.

§118.2. *Economics with Emphasis on the Free Enterprise System and Its Benefits, High School (One-Half Credit).*

(a) General requirements. This course may be taught in either the social studies or business education department.

(b) Introduction.

(1) Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services in the United States and a comparison with those in other countries around the world. Students examine the rights and responsibilities of consumers and businesses. Students analyze the interaction of supply, demand, and price and study the role of financial institutions in a free enterprise system. Types of business ownership and market structures are discussed, as are basic concepts of consumer economics. The impact of a variety of factors including geography, the federal government, economic ideas from important philosophers and historic documents, societal values, and scientific discoveries and technological innovations on the national economy and economic policy is an integral part of the course. Students apply critical-thinking skills to create economic models and to evaluate economic-activity patterns.

(2) Economics with Emphasis on the Free Enterprise System and Its Benefits builds upon the foundation in citizenship; economics; geography; government; history; culture; social studies skills; and science, technology, and society laid by the social studies essential knowledge and skills in Kindergarten-Grade 12. The content enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).

(c) Knowledge and skills.

(1) Citizenship. The student understands the rights and responsibilities of consumers in the U.S. free enterprise system. The student is expected to:

(A) analyze the economic rights and responsibilities of individuals as consumers; and

(B) analyze the consequences of an economic decision made by an individual consumer.

(2) Citizenship. The student understands the rights and responsibilities of businesses in the U.S. free enterprise system. The student is expected to:

(A) analyze the economic rights and responsibilities of businesses;

(B) analyze the consequences of an economic decision made by a business;

(C) analyze the ethics policy of a selected business; and

(D) identify and evaluate ordinances and regulations that apply to the establishment of various types of businesses.

(3) Citizenship. The student understands the right to own, use, and dispose of private property. The student is expected to:

(A) analyze an example of the responsible purchase, use, or disposal of personal and business property; and

(B) identify and evaluate examples of restrictions that the government places on the use of business and individual property.

(4) Economics. The student understands the basic principles of the U.S. free enterprise system. The student is expected to:

(A) explain the basic principles of the U.S. free enterprise system including profit motive, voluntary exchange, private property rights, and competition; and

(B) explain the benefits of the U.S. free enterprise system including individual freedom of consumers and producers, variety of goods, responsive prices, and investment opportunities.

(5) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:

(A) explain why scarcity and choice are basic problems of economics; and

(B) interpret a production-possibilities curve and explain the concepts of opportunity costs and scarcity.

(6) Economics. The student understands the circular-flow model of the economy. The student is expected to:

(A) interpret a circular-flow model of the economy and provide real-world examples to illustrate elements of the model; and

(B) explain how government actions affect the circular-flow model.

(7) Economics. The student understands the interaction of supply, demand, and price. The student is expected to:

(A) identify the determinants that create changes in supply, demand, and price; and

(B) interpret a supply-and-demand graph using supply-and-demand schedules.

(8) Economics. The student understands the role of financial institutions in saving, investing, and borrowing. The student is expected to:

(A) explain the functions of financial institutions and how the role of financial institutions has changed over time; and

(B) analyze how financial institutions affect households and businesses.

(9) Economics. The student understands types of business ownership and types of market structures. The student is expected to:

(A) explain the characteristics of sole proprietorships, partnerships, and corporations;

(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations; and

(C) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly.

(10) Economics. The student understands traditional, command, and market economic systems. The student is expected to:

(A) explain the characteristics and give examples of traditional, command, and market economic systems; and

(B) compare the U.S. free enterprise system with other economic systems.

(11) Economics. The student understands the basic concepts of consumer economics. The student is expected to:

(A) analyze the factors involved in the process of acquiring consumer goods and services including credit, interest, and insurance;

(B) compare different means by which savings can be invested and the risks and rewards each poses to the consumer; and

(C) analyze the economic impact of investing in the stock and bond markets.

(12) Geography. The student understands the geographic significance of the economic factors of production. The student is expected to:

(A) describe the effects of the unequal distribution of economic factors of production; and

(B) analyze the locations of resources used in the production of an economic good and evaluate the significance of the locations.

(13) Geography. The student understands the reasons for international trade and its importance to the United States. The student is expected to:

(A) explain the concepts of absolute and comparative advantages;

(B) apply the concept of comparative advantage to explain why and how countries trade;

(C) analyze the impact of U.S. imports and exports on the United States and its trading partners; and

(D) analyze changes in exchange rates of world currencies and the effects on the balance of trade.

(14) Geography. The student understands the issues of free trade and the effects of trade barriers. The student is expected to:

(A) compare the effects of free trade and trade barriers on economic activities; and

(B) evaluate the benefits and costs of participation in international free-trade agreements.

(15) Government. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:

(A) describe the role of government in the U.S. free enterprise system; and

(B) evaluate government rules and regulations in the U.S. free enterprise system.

(16) Government. The student understands the goals of economic growth, stability, full employment, freedom, security, equity, and efficiency as they apply to U.S. economic policy. The student is expected to:

(A) describe the goals of U.S. economic policy; and

(B) analyze how economic growth, stability, and full employment are measured.

(17) Government. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:

(A) identify types of taxes at the local, state, and national levels and the economic importance of each;

(B) analyze the categories of revenues and expenditures in the U.S. federal budget; and

(C) analyze the impact of fiscal policy decisions on the economy.

(18) Government. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:

(A) explain the structure of the Federal Reserve System; and

(B) analyze the three basic tools used to implement U.S. monetary policy.

(19) History. The student understands economic ideas and decisions from the past that have influenced the present and those of today that will affect the future. The student is expected to:

(A) analyze the importance of various economic philosophers such as John Maynard Keynes, Karl Marx, and Adam Smith and their impact on the U.S. free enterprise system;

(B) trace the history of the labor movement in the United States;

(C) analyze the impact of business cycles on U.S. history; and

(D) identify the contributions of entrepreneurs, past and present, such as Mary Kay Ash, Andrew Carnegie, and Bill Gates.

(20) History. The student understands economic concepts embodied in historical documents including the U.S. Constitution. The student is expected to:

(A) identify economic concepts in the U.S. Constitution including property rights and taxation; and

(B) analyze the impact of economic concepts in the U.S. Constitution on contemporary issues and policies.

(21) Culture. The student understands how societal values affect a nation's economy. The student is expected to:

(A) analyze the societal values that determine how a country answers the basic economic questions; and

(B) describe the societal values that influence traditional, command, and market economies.

(22) Culture. The student understands the impact of a nation's culture on its level of economic development. The student is expected to:

(A) describe the level of economic development of selected nations; and

(B) analyze how societal values affect the economic development of nations.

(23) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(B) create economic models such as production-possibilities curves, circular-flow charts, and supply-and-demand graphs to analyze economic data;

(C) create a product on a contemporary economic issue or topic using critical methods of inquiry;

(D) explain a point of view on an economic issue;

(E) analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;

(F) evaluate economic-activity patterns using charts, tables, graphs, and maps; and

(G) use appropriate mathematical skills to interpret social studies information.

(24) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) transfer information from one medium to another including written to visual and statistical to written or visual using computer software as appropriate; and

(D) create written, oral, and visual presentations of social studies information.

(25) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

(26) Science, technology, and society. The student understands the effects of science and technology on an economy. The student is expected to:

(A) analyze the effect of technology on productivity;

(B) analyze the economic effects of the development of communication and transportation systems in the United States;

(C) analyze the economic impact of obsolescence created by technological innovations; and

(D) analyze how technological innovations change the way goods are manufactured, marketed, and distributed.

(27) Science, technology, and society. The student understands the economic effects of scientific discoveries and technological innovations on households, businesses, and government. The student is expected to:

(A) give examples of types of economic information available as a result of technological innovations; and

(B) explain how scientific discoveries and technological innovations create the need for rules and regulations to protect individuals and businesses.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 6, 1997.

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Criss Cloudt

Associate Commissioner, Policy Planning and Research
Texas Education Agency

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For further information, please call: (512) 463-9701



Subchapter B. Other Economics Courses

19 TAC §§118.11-118.17

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the enrichment curriculum.

§118.11. Implementation of Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, Other Economics Courses.

The provisions of this subchapter may be implemented beginning September 1, 1998.

§118.12. Economics Advanced Studies (One-Half Credit).

(a) General requirements. Students may take this course with different course content for a maximum of one credit. Students who are pursuing the Distinguished Achievement Program may take Economics Advanced Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure.

(b) Introduction. In Economics Advanced Studies, an elective course, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.

(c) Knowledge and skills.

(1) The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:

(A) analyze the relationship between his or her interests and career/discipline;

(B) review literature from varied sources from the selected career or discipline;

(C) identify a problem, issue, or concern;

(D) survey and/or interview professionals to determine the appropriateness of a project; and

(E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project.

(2) The student will demonstrate understanding of the research methods and/or technologies used in a selected profession or discipline. The student is expected to:

(A) develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation;

(B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline; and

(C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices.

(3) The student will develop products that meet standards recognized by the selected profession or discipline. The student is expected to:

(A) collaborate with the appropriate professionals to define the product;

(B) develop a plan for product completion;

(C) develop assessment criteria for successful completion of the project;

(D) establish the appropriateness of the product for the intended audience;

(E) implement the plan for product completion; and

(F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes.

(4) The student will demonstrate an understanding of the selected problem, issue, or concern by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:

(A) review and revise the plan to present the findings;

(B) make arrangements for the presentation of findings to an appropriate audience;

(C) present findings, simulating the skills used by professionals;

(D) consider feedback received from the audience;

(E) reflect on the study and its potential for impact on the field; and

(F) reflect on personal learning experiences of the study.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and English as a Second Language

The Texas Education Agency (TEA) adopts new §§128.1-128.7, 128.21-128.26, and 128.41-128.66, concerning Spanish language arts (SLA) and English as a second language (ESL). Sections 128.2-128.7, 128.21-128.26, and 128.41-128.66 are adopted with changes to the proposed text as published in the June 6, 1997, issue of the *Texas Register* (22 TexReg 5522). Section 128.1 is adopted without changes and will not be republished. The new sections establish the essential knowledge and skills for elementary, middle, and high school Spanish Language Arts and English as a Second Language. The sections shall be implemented by school districts beginning September 1, 1998, and at that time shall supersede §75.24 of this title (relating to Primary Language for Bilingual Education), §75.25(a)-(c) of this title (relating to English as a Second Language), §75.52 of this title (relating to English as a Second Language), and §75.61(tt) of this title (relating to English as a Second Language). School districts can choose to implement

the Texas essential knowledge and skills (TEKS) for courses which essential elements can be found in 19 Chapter 75, during the 1997-1998 school year.

The process to develop the new TEKS resulted in a state curriculum that is rigorous, measurable, specific, and current, meeting the high expectations that Texas citizens hold for high school graduates. Furthermore, the TEKS will provide a clear basis for development of instructional materials and for preparation of state assessments.

The Texas Education Code organizes the required curriculum into two types: the foundation curriculum and the enrichment curriculum. Implementation of all new TEKS is scheduled to begin September 1, 1998, rather than over the timespan of several school years as was proposed.

The following changes have been made since the sections were proposed.

Numerous editorial changes were made throughout the sections, including organizing knowledge and skill and student expectation statements to improve clarity of language, increase rigor and specificity, and align the document with 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading. Grade level ranges were amended to be consistent with the sections of the document. Student expectation statements were amended to maintain consistency with other subject areas. For example, in §§128.2(b)(11)(C), 128.3(b)(14)(C), and 128.5(b)(11)(B), the language "including fact and fantasy" has been added for consistency across Grades K-3. In addition, language was removed that might be subject to controversy. The majority of the changes were made as a result of recommendations from national experts.

The introductions for each grade level and course have also been revised for clarification and specification of second language learners at the beginner, intermediate, and advanced proficiency levels. Language was added to the introductions at each grade level to explain the structure of the document so that it is easier to understand.

New §§128.2(b)(3)(E), 128.3(b)(3)(E), 128.4(b)(3)(E), and 128.5(b)(3)(E) have been added that read "gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3)."

New specific examples of spelling have been added throughout the sections to add strength. For example, new §128.3(b)(20)(C), was added to read "spell single syllable words that have *r*-controlled vowels such as in *burn* or *star*; that have the final consonants *f*, *l*, *s* such as in *miss* or *doll*; and that have *ck* as the final consonants such as in *buck*(1/ESL).

In addition to providing more specific examples of grammar throughout the sections, the tags/headings indicating the strands of the language arts were renamed to clarify the content of the student expectations that follow. For example, the tag "Reading" in §128.4(b)(9) was amended to "reading/comprehension".

A revised statement of student expectations was added in Grades K-8 and English I-IV for students to listen to and/

or read classic and contemporary works of literature. For example, in §128.3(b)(10)(A), the language "including classic and contemporary works" has been added to the student expectation.

A new statement of expectations was added in several sections to expect students to use the library media center that reads "locate and use important areas of the library media center (2-8)."

A new statement of expectations was added to use available technology in Grades K-3 as a source of writing. For example, new §128.3(b)(19)(E) was added that reads "use available technology to compose text (K-3)."

In addition to reducing the number of statements of knowledge and skills and student expectations for listening and speaking in Grades 4-8 to eliminate redundancy, additional statements of knowledge and skills and student expectations were added Grades K-8 and English I and II for ESOL students to address specific requirements of English as a Second Language.

A statement that reads "the following expectations apply to the second language learner at his/her level of language proficiency in English" was added throughout the sections to insure consistency and that student expectations are appropriate for second language learners.

New student expectation statements were added throughout the sections to emphasize literary terms and forms. For example, in §110.3(b)(11)(D), the language "understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2)" has been added.

In Journalism and advanced journalism courses, numerous changes were made in response to public comments submitted by the Texas Journalism Educators Association. The rationale for the changes was to clarify and make the language of the courses more specific. One example of the changes is in §128.62(b)(1) which read "the student demonstrates knowledge of the journalistic tradition" now reads "the student demonstrates an understanding of media development, press law, and responsibility."

Several changes were also made to language for speech courses in response to public comments submitted by the Texas Speech Communication Association. The changes were made to strengthen the language. Changes were also made to the communications applications course in §128.58, which is required of all students for high school graduation in accordance with 19 TAC Chapter 74, Subchapter B, Graduation Requirements.

Language about proficiency levels in English that are not applicable to specific courses at the high school level was removed from the Introductions of the sections to ensure students have the recommended proficiency level. For example, in §128.62 the descriptions of beginner and intermediate proficiency levels in English were deleted since this elective course is recommended for ESOL students at the advanced level

The following comments have been received regarding adoption of the new sections.

Subchapter A. Elementary.

Issue: use of the document, format, introductory information.

Comment. Several Houston area bilingual staff members commented that the document is unclear as to how to incorporate the English as a second language (ESL) TEKS when ESL is taught in a bilingual classroom. The current format implies that a bilingual teacher must teach all language arts TEKS in Spanish and then all in English. More guidance is needed as to how to address both Spanish Language Arts (SLA) and ESL TEKS in a coordinated manner.

Agency Response. Changes to the sections address second language acquisition strategies at each grade level in more detail than previous drafts. In addition, concerns pertaining to how teachers should implement the TEKS will be addressed in a resource and implementation guide and through professional development.

Issue: ESL curriculum, proficiency levels, ESL courses.

Comment. Several Houston area bilingual staff members commented that since students learn a second language at different rates, the TEKS are not helpful to the ESL teacher other than to let him/her know what is ultimately expected of a student. It is recommended that the extra ESL TEKS in Grades K-6 be marked in some way noting expectations most appropriate for ESOL students at different stages of language acquisition.

Agency Response. Knowledge and skills in second language acquisition and student expectations have been added at various grade levels. Some of these expectations are designated for specific stages of language acquisition.

Comment. An individual commented that it would not be pedagogically sound to expect the same high standards of an immigrant first grader and a native first grader because the native first grader has had six or seven years of language development.

Agency Response. Special language programs are required in Texas for limited English proficient students. The aim of these programs is to ensure that all students are held to the same high expectations and state standards.

Comment. Several individuals commented that the TEKS need to consider and include courses to serve the ESL students. All elements that apply to ESL have been omitted.

Agency Response. Additional TEKS that address the needs of second language learners have been added at each grade level.

Comment. An individual commented that the assumption that the ESL learner will know as much as the native speaker may be too much for most students. Many authorities say proficiency and deep understanding can take up to seven years and more for most students.

Agency Response. Each knowledge and skill in Grades K-12 includes a statement explaining that the student expectations for second language learners need to take into consideration the students' proficiency level in English.

Comment. Several individuals and groups including several Houston area bilingual staff members commented that the statement "the following expectations apply to the second

language learners at his/her level of proficiency in English" should be added to each knowledge and skill beginning at the kindergarten level rather than in Grades 4-12.

Agency Response. The statement has been added to Grades K-3 in the SLA/ESL sections.

Comment. Several individuals, several Houston area bilingual staff members, and the Bilingual Education Association of the Metroplex (BEAM) commented that information about English proficiency levels should be included in the introduction at Grades K-3 and not just in Grades 4-12.

Agency Response. Descriptions of proficiency levels have been added to the introductions in Grades K-3.

Issue: viewing and representing.

Comment. An individual recommended that viewing and representing language should be added in Grades K-3.

Agency Response. The document parallels the ELA and Reading TEKS. In the document, the emphasis in the early grades is on reading and writing.

Issue: reading.

Comment. An individual commented that authentic reading in one's own language has been omitted. Most books provided by the State have mostly translations thus negating the value and beauty of students' own language and culture.

Agency Response. The TEKS include authentic literature such as classic and contemporary works in Spanish throughout the reading sections.

Comment. An individual commented that reading in Kindergarten and Grade 1 focuses more on ESL than on SLA. Spanish Language Arts teaches more in syllables in Grades K-1.

Agency Response. The TEKS address the differences in reading expectations in Spanish such as syllables in Kindergarten.

Issue: Spanish language arts.

Comment. An individual commented that if the SLA curriculum is to be covered in Spanish, we need to ensure that the teachers are proficient in the Spanish language (socially and academically).

Agency Response. The agency agrees with this comment. However, the TEKS are statements of what students should know and be able to do and cannot include teacher proficiencies.

Comment. Several Houston area bilingual staff members commented that the new SLA TEKS require students to become proficient in the conventions of grammar and spelling. Currently, adopted textbooks do not address these areas. Districts must use their own resources to purchase appropriate materials. It is recommended that proclamations for future textbook adoptions include language arts and spelling.

Agency Response. It is anticipated that supplemental materials that address the new TEKS will be made available to schools pending new adoptions.

Issue: omissions.

Comment. Several individuals commented that the document has omitted TEKS for pre-kindergarten.

Agency Response. TEKS for pre-kindergarten were not authorized by the Chapter 28 of the Texas Education Code.

Subchapter B. Middle School.

Issue: ESL curriculum, proficiency levels, ESL courses.

Comment. An individual commented that a big plus of this section of the document was the alignment to what is expected of students in the English regular education class and the integration of statements specific to ESL learners.

Comment. An individual commented that the terms in the introductions for Grades 6-8 "beginning, intermediate and advanced" have caused much confusion in their district based on the perceptions of different campus administrators. Some interpret these terms as number of years the student has been in the country rather than as the language acquisition.

Agency Response. Revisions to the introductions clarify what second language learners can accomplish at each proficiency level. However, following the adoption of the TEKS, a resource guide will be developed to address this and other implementation issues.

Issue: grammar.

Comment. An individual commented that in addition to listening, speaking, reading, introductions, and viewing and representing, grammar should be included as a separate component. It is important that second language learners, especially at the middle school and high school level, be exposed formally to grammar.

Agency Response. Further breakdown of strands to indicate important components such as grammar have been added throughout the document. Additions to specific grammar student expectations have been made throughout the document.

Subchapter C. High School.

Issue: use of the document, format, introductory information.

Comment. Although the document includes comments about second language learners, the comments are in depth. These comments should not be generic.

Agency Response. Revisions have been made to the document to address concerns such as these and make the document more user-friendly.

Comment. Several individuals, the Texas Association for Bilingual Education (TABE), the South West Association for Bilingual Education (SWABE), the Texas Association of Teachers of English to Speakers of Other languages (TexTESOL West), the Rio Grande Valley Association for Bilingual Education (RGVTABE), and the Bilingual Education Association of the Metroplex (BEAM) commented that the TEKS for English I and English II for ESOL students seem to be for a sheltered English course and not for ESL for language learning. It is imperative that appropriate linguistics TEKS specific to language acquisition be added.

Agency Response. Knowledge and skill and student expectation statements for second language acquisition have been added to English I and English II for ESOL students.

Comment. Several individuals commented that there is no specific ESL curriculum that gives the second language learner the appropriate timeline for learning English. ESOL has been omitted for beginning, intermediate and advanced students. It would make sense to have an ESL curriculum so teachers would not misunderstand the procedure for ESOL placement (e.g., putting ESL students in English I before they are proficient enough in English). The TEKS imply that a student can graduate on a four-year program.

Agency Response. Knowledge and skill and student expectation statements for second language acquisition have been added to English I and English II for ESOL students.

Comment. The SWABE, TexTESOL West recommended the deletion of the language "ESL English as a Second Language" from all high school elective courses except Reading I, II, III. The statement will create confusion and may result in different course levels when second language learners are ready for mainstream classes.

Agency Response. Since 19 TAC Chapter 128 was proposed separately from 19 TAC Chapter 110, all course titles had to be preceded by the ESL designation. It is anticipated that when 19 TAC Chapters 110 and 128 are integrated for distribution to schools, this confusion will be clarified.

Comment. The SWABE, TexTESOL West, and TABE recommended the addition of ESOL I and ESOL II TEKS as additional elective courses to address second language learners' linguistic needs at the secondary level.

Agency Response. No new courses can be added once the sections are proposed, however, second language acquisition essential knowledge and skill and student expectation statements have been added to the English I and English II for ESOL students.

Comment. The SWABE and the TexTESOL West recommended the addition of the language "for ESOL" for Reading I, II, and III courses. This would provide a strong language arts block specifically for second language learners to be scheduled concurrently with English I and English II for ESOL students.

Agency Response. Any of the elective courses can be designated for ESOL students, if the district so determines.

Comment. Several individuals recommended taking out the beginner proficiency descriptor from the introductions for courses that clearly require an intermediate or advanced proficiency.

Agency Response. Proficiency levels inappropriate for specific courses have been deleted from the introductions.

Comment. The BEAM commented that no apparent accommodation for recent immigrants and other beginners in middle school and high school was made. Many of the student expectations are not doable.

Agency Response. All expectations can be attained at the learner's level of proficiency. Strategies for teachers to help immigrant students attain these goals will be addressed in a resource guide and staff development following adoption.

Comment. An individual commented that in the introductions and English III and IV, the statement "these expectations apply to second language learners; however, it is important to recognize the critical processes and features of second language acquisition" raises a concern. Would English teachers in the regular education class, who find themselves with second language learners really be able to deliver instruction in a manner that meets the needs of ESOL students? Will teachers be trained to "recognize the critical processes and features of second language acquisition?"

Agency Response. Once the TEKS are adopted, the agency plans to prepare a resource guide addressing strategies for teaching second language learners and conduct staff development to help school districts implement these requirements.

Comment. The TABE commented that the document gives the impression that a new immigrant student who does not speak English would only be supported with an English I for ESOL students and English II for ESOL students. Does this document allow for additional ESOL/sheltered support courses?

Agency Response. The agency disagrees with this comment. The TEKS document presents essential knowledge and skills and what students are expected to do to demonstrate that they have attained the standards in English I for ESOL students and English II for ESOL students. Additional ESL courses, as well as other support courses, can be provided as district electives. Any content area course can be taught bilingually or through sheltered approaches, depending on the district's resources.

Issue: use of the document, format, introductory information.

Comment. Several individuals commented that the TEKS document is confusing to practitioners and needs to be clarified by a resource guide showing "how to" use and implement the TEKS in the classroom.

Agency Response. The agency agrees with this comment. A resource guide on implementation of the TEKS will be prepared subsequent to their adoption. The guide will include "vignettes" showing different instructional delivery models for beginners, intermediate, and advanced level students.

Comment. An individual commented that some of the information was hard to understand.

Agency Response. Revisions have been made to the document to address concerns such as these and make the document more user-friendly.

Comment. Several individuals commented that the document does not address teacher practices or how to apply/implement TEKS. It is imperative that these issues be addressed with staff development, a resource guide, and training modules.

Agency Response. A resource guide will be developed and staff development will be provided.

Comment. An individual commented that the use of ESL and ESOL is cumbersome and unnecessary. ESL could be used effectively throughout the document.

Agency Response. The agency disagrees with this comment. The term ESOL has been used to designate the student of ESL to be consistent with terminology currently used by the TexTESOL organization in the National ESL standards.

Comment. An individual commented that introduction language in each subsection (a)(2)(B) talks down to us as if we had no knowledge of limited English proficient students' intellectual capabilities. The individual was offended by this paragraph and would like it removed.

Agency Response. The agency disagrees with this comment. The document is for ESL, Bilingual, and English language arts teachers, some of whom may not be as familiar as others with the needs of these students.

Issue: one SLA/ESL and ELA document.

Comment. Several individuals, the SWABE, and the TexTESOL West associations commented that 19 TAC Chapter 128 and 19 TAC Chapter 110 should be combined into one 19 TAC Chapter 110.

Agency Response. The agency agrees with this comment and will combine both 19 TAC Chapter 110 and 19 TAC Chapter 128 into one chapter.

Comment. Several individuals, the TABE, the SWABE, and the TexTESOL West associations recommended inclusion all three TEKS in one document with three columns, one for English Language Arts (ELA), one for Spanish Language Arts (SLA) and one for English as a Second Language (ESL).

Agency Response. The document has been formatted for filing with the Texas Register, in accordance with prescribed format rules and for the State Board of Education, in accordance with the two-column board-approved format.

Comment. Several individuals commented that the best feature of the SLA/ESL TEKS is the way they are so closely tied to the regular language arts standards. This feature gives the ESL instructor the benefit of seeing the entire scope of language arts skills for all students in a grade level as well as the regular education teacher an understanding of additional TEKS in SLA/ESL.

Comment. Several individuals commented that the best feature of the SLA/ESL standards is the integration of listening/speaking and reading/writing skills, as well as, understanding that the first language (L1) is the foundation to acquisition of a second language (L2).

Issue: ESL curriculum, proficiency levels, ESL courses.

Comment. An individual recommended creating a new document addressing ESL teaching objectives that are similar to foreign language. The individual supports one document for ESL and noted that the objectives in the TEKS are too broad to provide a strong and effective ESL program.

Agency Response. A second language acquisition strand has been added to the TEKS at all levels to strengthen the ESL component.

Comment. An individual commented that the ESL TEKS should have been developed by language proficiency and by grade level. The ESL objectives should include the transitional stages that are reflected in language acquisition.

Agency Response. A description of language proficiency levels is provided in the introduction at each grade level. The introduction also explains that all proficiency levels may be

found in any grade level. Additional statements of knowledge and skills addressing second language acquisition have been added at each grade level.

Comment. An individual commented that native Spanish-speaking students in a Spanish Language Arts class are required to master the objectives as the native English-speaking students in an English Language Arts class. However, the same objectives do not apply to ESL students at the various stages of second language acquisition.

Agency Response. The agency disagrees with this comment. Each knowledge and skills statement includes a statement explaining that the second language learner is expected to attain the student expectation at his/her level of proficiency in English.

Comment. Several individuals commented that the document does not give a time frame for language acquisition as it pertains to understanding concepts in a second language.

Agency Response. Language pertaining to the practice of language acquisition in the introductory paragraph explains how language acquisition rates vary from student to student.

Comment. Several individuals commented that all skills should be listed in the order of progression beginning with listening, speaking, reading, and writing.

Agency Response. The agency disagrees with this comment. The adopted TEKS do not prescribe the order in which skills need to be taught. Local districts make these determinations when developing curriculum to implement TEKS.

Comment. Several individuals, groups, including several Houston area bilingual staff members, and other organizations commented that proficiency levels should be expanded to include low-schooled recent immigrants and transitional students.

Agency Response. The agency disagrees with this comment. Information in the Introduction describes characteristics of these students and the need to take these characteristics into consideration when making instructional decisions.

Issue: transition from Spanish to English.

Comment. An individual commented that although the transition from Spanish to English occurs at different times for each student according to language proficiency and academic achievement, the individual felt the state should set minimum-guidelines for students who have been in a bilingual program since kindergarten.

Agency Response. Specific guidelines for exiting students from Bilingual Education or Special Language programs are found in TEC, §29.056 and 19 TAC §89.1225, Testing and Classification of Students. Transition from one language to another is dependent on program models implemented at each district.

Issue: other content areas.

Comment. An individual asked why culture and not any other knowledge (science, health, art, etc.) is stressed under knowledge and skills for listening/speaking and reading.

Agency Response. The SLA/ESL TEKS address only language arts. Other content areas are addressed separately.

Comment. Several individuals, the SWABE, the TexTESOL, and the TABE associations recommended that a statement be included in all TEKS content areas to address the needs of second language learners and to alert districts of need for dual-certified or content certified and ESL trained teachers.

Agency Response. Once the TEKS are adopted, the agency will coordinate statewide training efforts in all the foundation subject areas. The needs of second language learners will be part of this training.

Comment. Several individuals commented that the content area TEKS need to be revised to include ESL instruction for students who are second language learners.

Agency Response. The agency disagrees with this comment. Knowledge and use of the content area vocabulary and concepts in English are student expectations in the ESL TEKS across all grade levels. The teaching of ESL is not a responsibility of the content area teacher. However, knowledge of strategies that work with second language learners should be part of staff development activities for all content area teachers.

Comment. An individual commented that ESL should be included in the content area of social studies.

Agency Response. The agency disagrees with this comment. Knowledge and use of the content area vocabulary and concepts in English are student expectations in the ESL TEKS across all grade levels. The teaching of ESL is not a responsibility of the content area teacher. However, knowledge of strategies that work with second language learners should be part of staff development activities for all content area teachers.

Comment. An individual commented that content area teachers should have staff development so that they can be aware of stages of learning second language acquisition.

Agency Response. Knowledge and strategies that work with second language learners should be part of staff development activities for all content area teachers.

Issue: technology.

Comment. Several individuals commented that the document targets more than language skills; it goes beyond and above academics. It is a fantastic curriculum, but where will teachers get the funding, the equipment, the staff, the technology to implement TEKS. The Internet and E-mail must be accessible to ESL teachers.

Issue: introduction.

Comment. An individual commented that the introductory narrative on Spanish Language Arts and the stages of second language acquisition are used effectively to set the stage for meeting the needs of second language learners in bilingual education or English as a second language programs.

Comment. An individual recommended changing the language in the introductions that reads "cognitive skills transfer from one language to another" to read "cognitive skills are accessed in the first language and the second language in direct correspondence to the level of language acquisition in each language".

Agency Response. The agency disagrees with this comment. This change may be confusing to persons who are not familiar

with second language acquisition theory. The sections have not been amended.

Issue. Format.

Comment. The BEAM association and several Houston area bilingual staff members commented that the TEKS need to clarify if the student expectations marked with (ESL) apply to students taught in ESL classes or to students in bilingual education classes.

Agency Response. The student expectations designated by the parenthetical (ESL) apply to ESL student expectations in both bilingual education and ESL settings. Additional descriptions of how these expectations may be attained in each setting will be addressed in a TEKS resource guide and training sessions following adoption.

Issues. Time-frame.

Comment. Several individuals, the BEAM, the SWABE, and the TexTESOL associations commented that the TEKS must remain open to revision. Unlike all other content areas that have had almost two years to develop the TEKS, the development time-frame for the SLA/ESL TEKS has been too brief, and there has not been sufficient processing time to provide feedback.

Agency Response. The agency agrees that the time-frame for development of the TEKS for Spanish Language Arts and English as a Second Language has been shorter than the other content areas. However, it is important that the SLA/ESL document be filed concurrently with the English Language Arts and Reading TEKS to go forth as one document. In the sixty days provided for public comment, over 100 individuals and groups, including professional associations for bilingual education and ESL, have made recommendations for changes which have been incorporated into the adopted document.

Issue. Training.

Comment. An individual recommended strongly that the state support an implementation/training guide that can be made available to campus administrators that allows for further examination of the language arts TEKS and allows for a side by side review of three related areas of language arts as we experience them on the campus, namely English Language Arts, Spanish Language Arts, and English as a Second Language.

Agency Response. The agency is planning to develop a resource guide and to provide extensive training following the adoption of the TEKS.

Issue. General.

Comment. An individual commented that the document allows for teacher flexibility, is instructionally challenging; has excellent presentation of TAAS objectives; has clarification and precision; has high levels of expectations; incorporates technology; acknowledges cultural issues as students work side by side; and furnishes a campus administrator with a clear vision of the outcomes required for all students.

Comment. Numerous individuals submitted additions and revisions for various sections of the document.

Agency Response. All the recommendations were reviewed and many of these detailed changes were incorporated into the adopted document.

Issue: use of the document, format, introductory information.

Comment. The Bilingual/ESL Association of the Metroplex (BEAM) recommended rewriting sections §128.6(a)(3) in every introduction area at every grade level through high school. The information on the different stages of language acquisition clearly merits repetition beginning with Grade 1.

Agency Response. The introductory language at each grade level beginning in Kindergarten has been expanded to include information on the different stages of language acquisition for second language learners.

Issue: ESL curriculum, proficiency levels, ESL courses.

Comment. An individual commented that the ESL/SLA TEKS are too open for interpretation. The SLA component is reasonable (unlike the ESL component) assuming the parenthetical information is correctly interpreted.

Agency Response. Changes were made to the TEKS to address second language acquisition strategies at each grade level in more detail than previous versions. In addition, concerns pertaining to how teachers should implement the TEKS will be addressed in a resource and implementation guide and through professional development.

Comment. Several individuals commented that the students are not being given enough time to acquire the second language to perform the required TEKS. Recommended changing the time frame.

Agency Response. The agency disagrees with this comment. The State Board of Education is not authorized to designate instructional time requirements.

Issue: ESL curriculum, proficiency levels, ESL courses.

Comment. The BEAM organization recommended including language on stages of language development in §128.1, Implementation of Texas Essential Knowledge and Skills for Spanish Language Arts (SLA) and English as a Second Language (ESL). This language should relate to the dual chart on Learning Process Verbs and Stages of Language Development illustrates that the beginning learner of English, no matter how bright or well-educated, cannot realistically be expected to function at the analysis, synthesis and evaluation level. Note the arrow that connects the Speech Emergence Level with the Knowledge level which is nowhere near the advanced higher order thinking skills level. Several sections in the TEKS state that the student is expected to infer, analyze, and distinguish. These expectations are not feasible for a beginning learner of English in Grade 7 ESL. These TEKS are definitely appropriate for the advanced proficiency students and adaptable for the intermediate students.

Agency Response. Special language programs are required in Texas for limited English proficient students. The aim of these programs is to ensure that all students are held to the same high expectations and state standards. The native language may be used to target knowledge and skills not attainable in English for beginning students. In addition, since learning a new language

requires inference, analysis, synthesis and evaluation, these processes are applicable for seventh graders even though the application of these processes to English reading may come at a later time.

Comment. Several individuals commented that basics for beginning ESL students in Grades 7-12 do not exist. Students arrive new to the U.S. at all ages and are at the beginners language level regardless of age. More time seems to have been spent in developing the TEKS for the lower elementary grades.

Agency Response. Changes have been made to the TEKS to address second language acquisition strategies at each grade level in more detail than the previous version.

Comment. An individual commented that the development of the document has been too quick. General statements like "the following expectations apply to the second language learner at his/her level of proficiency in English" are insufficient to provide curricular underpinnings for a successful teacher. Too much is left to the teacher's discretion and imagination.

Agency Response. Changes have been made to the TEKS to address second language acquisition strategies at each grade level in more detail than the previous version. In addition, concerns pertaining to how or when teachers should implement the TEKS will be addressed in a resource and implementation guide and through professional development.

Comment. An individual commented that it was unfortunate a separate TEKS for ESL could not be written. Some of the TEKS are general enough to work but ESL, Grade 1 cannot be just like the ELA class. The individual stated that if this was possible, then what was the purpose of having ESL.

Agency Response. Additional knowledge and skills in second language acquisition and student expectations have been added at each grade level .

Comment. The Bilingual/ESL Association of the Metroplex (BEAM) recommended providing a language minority population growth chart for the State of Texas similar to one submitted for Arlington ISD. It was also recommended that the inclusion of data reflecting the major language groups, the recent immigrant influx ,and the growth rate of the bilingual and ESL programs. The association felt that this type of information will be useful statewide for educators to recognize the extent to which the LEP population is present in Texas. Perhaps projected numbers through the year 2000 should also be included.

Agency Response. This concern will be addressed in a resource and implementation guide and through professional development.

Issue: opposition to the TEKS.

Agency Response. The agency disagrees with this comment. The TEKS are specific, rigorous, and emphasize higher order thinking skills. The TEKS development process has provided for public comment and extensive revisions have been made to the document based on the public comments received. Subsequent to adoption of the TEKS, local curriculum should be developed to align with the TEKS.

Comment. Several individuals commented opposition to adoption of the TEKS based on them being vague, not lining up with local curricula, and based on the process not being public.

Issue: support of the TEKS.

Comment. Several individuals commented support for adoption of the TEKS because they are clear, flexible and relevant to students' preparation for higher education and work. Also, the process involved thousands of participants.

Issue: ESL curriculum, proficiency levels, ESL courses.

Comment. The Austin Area Association for Bilingual Education commented that the essential knowledge and skills needed to master English as a foreign/second language or the skills and knowledge needed to move from Spanish to English which not evident in the TEKS.

Agency Response. Changes have been made to the TEKS to address second language acquisition strategies at each grade level in more detail than the previous version. In addition, concerns pertaining to how teachers should implement the TEKS will be addressed in a resource and implementation guide and through professional development.

Issue: ESL curriculum, proficiency levels, ESL courses

Comment. The Austin Area Association for Bilingual Education commented that the curriculum for English as a second language is inadequate. ESL teachers will not have the guidance of carefully sequenced expectations describing the specific language knowledge and skills appropriate for each stage of learning (beginning, intermediate, advanced).

Agency Response. Changes have been made to the TEKS to address second language acquisition strategies at each grade level in more detail than previous versions. In addition, concerns pertaining to how teachers should implement the TEKS will be addressed in a resource and implementation guide and through professional development.

Issue: ESL curriculum, proficiency levels, ESL courses.

Comment. The Austin Area Association for Bilingual Education commented that basics for beginning ESL students in Grades 7-12 are not present. A carefully sequenced , complete, yet flexible curriculum must be developed. Currently, the recommended ESL curriculum is actually the English Language Arts curriculum (19 TAC Chapter 110) with some annotations.

Agency Response. Changes have been made to the TEKS to address second language acquisition strategies at each grade level in more detail than the previous version.

Comment. The Austin Area Association for Bilingual Education commented that the development of the document had been too quick. The content should validated and supported by individuals who do research in these areas. It is recommended that the adoption of 19 TAC Chapter 128 be delayed and that sufficient funding be provided to develop an appropriate curriculum based on sound research.

Agency Response. The agency agrees that the time-frame for development of the TEKS for Spanish Language Arts and English as a Second Language has been shorter than the other content areas. However, it is important that the SLA/ESL docu-

ment be filed concurrently with the English Language Arts and Reading TEKS to go forth as one document. In the sixty days provided for public comment, over 100 individuals, including practitioners, researchers and language acquisition experts and professional groups and bilingual education and ESL associations at the local, regional and state level, have made recommendations for changes that have been incorporated into the adopted document.

Comment. An individual commented that although Chapter 128 is a good document, it is not yet finished. Practitioners are being presented with an incomplete instructional document. Only language has been addressed and content area has not been discussed. Bilingual education and ESL instruction are not simply about language. They are about providing an equitable education for all students.

Agency Response. Knowledge and use of the content area vocabulary and concepts in English are student expectations in the ESL TEKS across all grade levels. The teaching of ESL is not a responsibility of the content area teacher. However, knowledge of strategies that work with second language learners should be part of staff development activities for all content area teachers.

Comment. An individual commented that the best feature of the document is that it defines the expectations of students in monolingual English classes as well as those of students in bilingual and/or ESL classes. This will make it evident that: (1) students in different instructional settings are held to the same high expectations; (2) each standard applies in all three situations with appropriate differentiations; and (3) instructional modifications are necessary to address diverse linguistic needs of a diverse student population.

Issue: support of the TEKS.

Comment. The Texas Business and Education Coalition (TBEC) submitted their support for the TEKS because, beginning in 1993, thousands of Texans participated in real-world forums and called for students to have foundation knowledge and skills and real-world applications but not to have attitudes included in the state curriculum. The TEKS accomplish these goals. In addition, the process to develop the TEKS has been inclusive and responsive to recommendations for change, and they strike a balance between clear standards and teacher flexibility. Above all, the TEKS are stronger than the essential elements; they prepare students for success after high school; and no consensus exists on how to improve them.

Comment. Several individuals recommended the TEKS be adopted because they are strong and clear and because they represent a balance between state direction and local flexibility. The process has included thousands of people and a variety of opinions.

Comment. An institution of higher education commented that the TEKS prepare students with a strong academic foundation, to take jobs and use technologies that will arise in the future. Although the TEKS are not perfect, they should be adopted; higher education faculty reviewed those in the foundation areas and support them. Furthermore, The Texas Alternative Document is not strong because of its narrow perspective.

Comment. The Shell Oil Company Foundation encouraged adoption of the foundation-area TEKS because they prepare students for employment in changing environments.

Comment. The Texas Counseling Association (TCA) commented support for the adoption of the TEKS because they are academically challenging and prepare students for the future.

Comment. The Texas Association of School Administrators (TASA) commented support for adoption of the TEKS because they represent a commitment to strengthening education in schools; they allow schools to build local curricula; they provide for alignment among curriculum, textbooks, and assessments; and the process by which they were developed was open and inclusive.

Issue: process to develop the TEKS.

Comment. An individual commented that the process to develop the TEKS was inconvenient to interested participants; service center and agency personnel were rude; and the public was deceived.

Agency Response. The agency disagrees with this comment. The process to develop the TEKS spanned nearly three years and afforded multiple opportunities for involvement by the public. Agency and regional education service center personnel were directed to solicit responses to the TEKS drafts during public hearings and by other means according to the guidelines established for the hearings and according to the schedule approved by the board.

Comment. The Texas Public Policy Foundation commented that the TEKS do not meet one or more of the following standards: the standards should relate directly to subject content; clearly specify the expected knowledge and skills; become increasingly complex; be objectively testable; and incorporate recommendations submitted by experts.

Agency Response. The agency disagrees with this comment. The TEKS meet the criteria that they be academically rigorous, clear, grade-specific, and measurable. Expert advice has been incorporated as appropriate and consistent.

Subchapter A. Elementary

19 TAC §§128.1-128.7

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the required curriculum, and §28.005 and §29.051, which establishes bilingual education and special language programs in the public schools to ensure students' reasonable proficiency in the English language and ability to achieve academic success.

§128.2. *Spanish Language Arts (SLA) and English as a Second Language (ESL), Kindergarten.*

(a) Introduction.

(1) In Kindergarten, students engage in many activities that help them develop their oral language skills and help them begin to read and write. Kindergarten students take part in language activities that extend their vocabulary and conceptual knowledge. Students learn to follow directions and develop the language of schooling. Students discuss the meanings of words from familiar

and conceptually challenging selections read aloud. Students express themselves in complete thoughts. In Kindergarten, students listen to a wide variety of children's literature, including selections from classic and contemporary works. Students also listen to nonfiction and informational material. Students learn to listen attentively and ask and respond to questions and retell stories. Students know simple story structure and distinguish fiction from nonfiction. Kindergarten students identify and write the letters of the alphabet. Students learn that individual letters are different from printed words, that words have spaces between them, and that print is read from left-to-right and from top-to-bottom. Through meaningful and organized activities, kindergarten students learn that spoken language is composed of sequences of sounds. Students learn to segment and identify the sounds in spoken words. Students name each letter of the alphabet, begin to associate spoken sounds with the letter or letters that represent them, and begin to use this knowledge to read words and simple stories. In Kindergarten, students write the letters of the alphabet, their name, and other words. Initially, students dictate messages and stories for others to write. Students begin to use their knowledge of sounds and letters to write by themselves.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside school.

(A) Beginning ESOL students associate utterances with meanings as they make inferences based on actions, visuals, text, tone of voice, and inflections. They use unanalyzed short phrases of language sporadically such as *It's my turn* and *Who is it?* Because receptive language is acquired earlier than oral production, ESOL students at the beginning level may need to use the native language to demonstrate comprehension. Beginning ESOL students, through

carefully sequenced listening opportunities, expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes.

(B) Intermediate ESOL students produce spoken English with increasing accuracy and fluency to convey appropriate meaning. These ESOL students use the listening process to improve comprehension and oral skills in English. Through meaningful listening and speaking interactions, ESOL students clarify, distinguish, and evaluate ideas and responses in a variety of situations.

(C) Advanced ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. These students begin to read and write in English using graphophonic cues, syntax, visuals, the context of the text, and their prior knowledge of language and structure of text.

(D) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs, as well as acculturation issues, should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for kindergarten are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for students of Spanish Language Arts and English as a Second Language. All expectations apply equally to second language learners; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards. The knowledge and skills and/or student expectations that are applicable specifically to students of Spanish Language Arts and/or English as a Second Language are indicated parenthetically by SLA and ESL. The additional grades at which these expectations are demonstrated, at increasingly sophisticated levels, are also indicated by parenthetical notation.

(5) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations at Kindergarten as described in subsection (b) of this section.

(6) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language

learner at his/her level of proficiency in English. The student is expected to:

(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);

(B) respond appropriately and courteously to directions and questions (K-3);

(C) participate in rhymes, songs, conversations, and discussions (K-3);

(D) listen critically to interpret and evaluate (K-3);

(E) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3/ESL); or

(ii) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works in Spanish (K-3/SLA);

(F) identify the musical elements of literary language, including its rhymes or repeated sounds (K-1);

(G) distinguish and produce sounds and intonation patterns of English (K-8/ESL); and

(H) infer meaning by making associations of utterances with actions, visuals, and the context of the situation (K-3/ESL).

(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) connect experiences and ideas with those of others through speaking and listening (K-3); and

(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) choose and adapt newly acquired spoken language appropriate to the audience, purpose, and occasion in the new culture, including using appropriate volume and rate (K-3/ESL); or

(ii) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including using appropriate volume and rate (K-3/SLA);

(B) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3/ESL); or

(ii) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions, including using Spanish conventions such as formal and informal pronouns (*tú/usted*) (K-3/SLA);

(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);

(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3);

(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3); and

(F) employ English content area vocabulary in context (K-8/ESL).

(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1);

(B) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);

(C) clarify and support spoken messages using appropriate props such as objects, pictures, or charts (K-3); and

(D) retell a spoken message by summarizing or clarifying (K-3).

(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as *Exit* and *Danger* (K-1);

(B) know that print moves left-to-right across the page and top-to-bottom (K-1);

(C) understand that written words are separated by spaces (K-1);

(D) know the difference between individual letters and printed words (K-1);

(E) know the difference between capital and lowercase letters (K-1);

(F) recognize how readers use capitalization and punctuation to comprehend (K-1);

(G) understand that spoken words are represented in written language by specific sequences of letters (K-1);

(H) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1).

(6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken

language is composed of sequences of sounds). The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) demonstrate the concept of word by dividing spoken sentences into individual words (K- 1);

(B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1);

(C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1);

(D) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) identify and isolate the initial and final sound of a spoken word (K-1/ESL); or

(ii) identify vowel and consonant sounds (K-1/SLA);

(E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K-1); and

(F) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).

(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) name and identify each letter of the alphabet (K-1);

(B) understand that written words are composed of letters that represent sounds (K-1); and

(C) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1/ESL); or

(ii) learn and apply letter-sound correspondences of consonants-vowel patterns to produce syllables to begin to read (K-1/SLA).

(8) Reading/vocabulary development. The student develops an extensive vocabulary. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);

(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3); and

(C) identify words that name persons, places, or things and words that name actions (K-1).

(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud. The following

expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);

(B) establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained (K-3); and

(C) retell or act out the order of important events in stories (K-3).

(10) Reading/literary response. The student responds to various texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) listen to stories being read aloud (K-1);

(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);

(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1); and

(D) describe how illustrations contribute to the text (K-1).

(11) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3);

(B) understand simple story structure (K-1);

(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);

(D) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2); and

(E) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1).

(12) Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify relevant questions for inquiry such as "Why did knights wear armor?" (K-3);

(B) use pictures, print, and people to gather information and answer questions (K-1);

(C) draw conclusions from information gathered (K-3); and

(D) locate important areas of the library/media center (K-1).

(13) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others,

and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and

(B) compare experiences of characters across cultures (K-3).

(14) Writing/spelling/penmanship. The student develops the foundations of writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write his/her own name and other important words (K-1);

(B) write each letter of the alphabet, both capital and lowercase (K-1);

(C) use phonological knowledge to map sounds to letters to write messages (K-1);

(D) write messages that move left-to-right and top-to-bottom on the page (K-1); and

(E) gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke (K-1).

(15) Writing/composition. The student composes original texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) dictate messages such as news and stories for others to write (K-1);

(B) write labels, notes, and captions for illustrations, possessions, charts, centers (K-1);

(C) write to record ideas and reflections (K-3);

(D) generate ideas before writing for self-selected topics (K-3);

(E) generate ideas before writing on assigned tasks (K-1); and

(F) use available technology to compose text (K-3).

(16) Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) record or dictate questions for investigating (K-1); and

(B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3).

(17) Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing expressions (K-3/ESL);

(B) use prior knowledge and experiences to understand meanings in English (K-8/ESL);

(C) monitor oral and written language production and employ self-corrective techniques or other resources (K-8/ESL);

(D) use strategic learning techniques such as semantic mapping, imagery, memorization, and reviewing (K-3/ESL);

(E) use learning strategies such as using circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English (K-8/ESL);

(F) make connections across content areas and use and reuse language and concepts in different ways (K-8/ESL) and

(G) use accessible language and learn new and essential language in the process (K-8/ESL).

(18) Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes (K-3/ESL);

(B) understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (K-8/ESL);

(C) recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL);

(D) listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas (K-8/ESL);

(E) analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL).

(19) Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify people, places, objects, events, and basic concepts such as numbers, days of the week, foods, occupations, and time (K-8/ESL);

(B) share prior knowledge with peers and others to facilitate communication and to foster respect for others (K-8/ESL);

(C) ask and give information such as directions and address, as well as, name, age, and nationality (K-8/ESL);

(D) initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (K-3/ESL);

(E) express ideas and feelings such as gratitude, needs, opinions, and greetings (K- 8/ESL);

(F) describe the immediate surroundings such as classroom, school, or home (K-8/ESL);

(G) arrange phrases, clauses, and sentences into correct and meaningful patterns (K- 8/ESL);

(H) produce phonological elements of simple vocabulary and phrases (K-3/ESL); and

(I) produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).

(20) Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) learn sound/symbol relationships as they apply to the phonological system of English (K-8/ESL);

(B) recognize directionality of English reading such as left to right and top to bottom (K-8/ESL);

(C) read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL);

(D) participate in shared reading (K-8/ESL);

(E) develop basic sight vocabulary (K-8/ESL);

(F) use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes (K-8/ESL);

(G) read silently with increasing ease for longer periods (K-8/ESL);

(H) use print from the environment to derive meaning (K-8/ESL); and

(I) use graphic organizers as pre-reading activities to prepare for reading text (K- 3/ESL).

§128.3. *Spanish Language Arts (SLA) and English as a Second Language (ESL), Grade 1.*

(a) Introduction.

(1) In Grade 1, students continue to develop their oral language and communication skills and move to becoming independent readers and writers. First grade students listen attentively and connect their experiences and ideas with information and ideas presented in print. Students listen and respond to a wide variety of children's literature, including selections from classic and contemporary works. The stories and informational books students hear introduce them to new vocabulary. Students recognize the distinguishing features of stories, poems, and informational texts. First grade students continue to develop their concepts of how print connects with spoken language. Students understand that spoken language is composed of sequences of sounds and that those sounds are represented by letters. Students

can name the letters and know the order of the alphabet and associate sounds with the letter or letters that represent them. Students learn most of the common letter-sound correspondences and use this knowledge to help them decode written words. First grade students regularly read (both orally and silently) in texts of appropriate difficulty with fluency and understanding. Students demonstrate their comprehension by asking and answering questions, retelling stories, predicting outcomes, and making and explaining inferences. First grade students become adept writers. Students know the difference between words, sentences, and paragraphs. First grade students can organize their thoughts and ideas into complete stories or reports. Students use subjects and verbs and are able to write complete sentences using basic capitalization and punctuation. First grade students become more proficient spellers as they learn to spell a number of high-frequency words and words with regularly spelled patterns. The students' messages move from left-to-right and from top-to-bottom and are written with increasing control of penmanship.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside school.

(A) Beginning ESOL students associate utterances with meanings as they make inferences based on actions, visuals, text, tone of voice, and inflections. They use unanalyzed short phrases of language sporadically such as *It's my turn* and *Who is it?* Because receptive language is acquired earlier than oral production, ESOL students at the beginning level may need to use the native language to demonstrate comprehension. Beginning ESOL students, through carefully sequenced listening opportunities, expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes.

(B) Intermediate ESOL students produce spoken English with increasing accuracy and fluency to convey appropriate meaning. These ESOL students use the listening process to improve comprehension and oral skills in English. Through meaningful listening and speaking interactions, ESOL students clarify, distinguish, and evaluate ideas and responses in a variety of situations.

(C) Advanced ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. These students begin to read and write in English using graphophonic cues, syntax, visuals, the context of the text, and their prior knowledge of language and structure of text.

(D) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs, as well as acculturation issues, should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Grade 1 are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for students of Spanish Language Arts and English as a Second Language. All expectations apply equally to second language learners; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards. The knowledge and skills and/or student expectations that are applicable specifically to students of Spanish Language Arts and/or English as a Second Language are indicated parenthetically by SLA and ESL. The additional grades at which these expectations are demonstrated, at increasingly sophisticated levels, are also indicated by parenthetical notation.

(5) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations for Grade 1 as described in subsection (b) of this section.

(6) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);

(B) respond appropriately and courteously to directions and questions (K-3);

(C) participate in rhymes, songs, conversations, and discussions (K-3);

(D) listen critically to interpret and evaluate (K-3);

(E) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3/ESL); or

(ii) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works in Spanish (K-3/SLA);

(F) identify the musical elements of literary language such as its rhymes or repeated sounds (K-1);

(G) distinguish and produce sounds and intonation patterns of English (K-8/ESL); and

(H) infer meaning by making associations of utterances with actions, visuals, and the context of the situation (K-3/ESL).

(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) connect experiences and ideas with those of others through speaking and listening (K-3); and

(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) choose and adapt newly acquired spoken language appropriate to the audience, purpose, and occasion in the new culture, including use of appropriate volume and rate (K-3/ESL); or

(ii) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3/SLA);

(B) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3/ESL); or

(ii) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions, including using Spanish conventions such as formal and informal pronouns (*tú/usted*) (K-3/SLA);

(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);

(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3);

(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3); and

(F) employ English content area vocabulary in context (K-8/ESL).

(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) learn the vocabulary of school including numbers, shapes, colors, directions, and categories (K-1);

(B) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);

(C) clarify and support spoken messages using appropriate props such as objects, pictures, and charts (K-3); and

(D) retell a spoken message by summarizing or clarifying (K-3).

(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as *Exit* and *Danger* (K-1);

(B) know that print moves left-to-right across the page and top-to-bottom (K-1);

(C) understand that written words are separated by spaces (K-1);

(D) know the difference between individual letters and printed words (K-1);

(E) know the order of the alphabet (1);

(F) know the difference between capital and lower-case letters (K-1);

(G) recognize how readers use capitalization and punctuation to comprehend (K-1);

(H) understand that spoken words are represented in written language by specific sequences of letters (K-1);

(I) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1);

(J) recognize that there are correct spellings for words (1); and

(K) recognize the distinguishing features of a paragraph (1).

(6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) demonstrate the concept of word by dividing spoken sentences into individual words (K-1);

(B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1);

(C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1);

(D) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) identify and isolate the initial and final sound of a spoken word (K-1/ESL); or

(ii) identify vowel and consonant sounds (K-1/SLA);

(E) blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (K-1); and

(F) segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) name and identify each letter of the alphabet (K-1);

(B) understand that written words are composed of letters that represent sounds (K-1);

(C) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1/ESL); or

(ii) learn and apply letter-sound correspondences of consonants-vowel patterns to produce syllables to begin to read (K-1/SLA).

(D) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as *bl*, *st*, *tr*; consonant digraphs such as *th*, *sh*, *ck*; and vowel digraphs and diphthongs such as *ea*, *ie*, *ee* (1/ESL); or

(ii) learn and apply the most common letter-sound correspondences, including vowel sounds/digraphs and consonant sounds such as *ñ*, *rr*, *ll*, and *ch* (1/SLA);

(E) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) blend initial letter-sounds with common vowel spelling patterns to read words (1-3/ESL); or

(ii) decode words using knowledge of all Spanish sounds, letters, and syllables, including consonants, vowels, blends, and stress (1-3/SLA);

(F) decode by using all letter-sound correspondences within regularly spelled words (1-3);

(G) use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught) (1); and

(H) apply letter-sound knowledge of consonant-vowel patterns to produce syllables to begin to read (K-1/SLA).

(8) Reading/word identification. The student uses a variety of word identification strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) decode by using all letter-sound correspondences within a word (1-3);

(B) use common spelling patterns to read words (1);

(C) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) use structural cues to recognize words such as compounds, base words, and inflections such as *-s*, *-es*, *-ed*, and *-ing* (1-2/ESL); or

(ii) use structural cues to recognize words such as compounds, base words, and inflections such as *-mente*, *-ito*, *-ada*, and *-ando* (1-2/SLA);

(D) identify multisyllabic words by using common syllable patterns (1-3);

(E) recognize high frequency irregular words such as *said*, *was*, *where*, and *is* (1-2/ESL);

(F) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and

(G) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3/ESL); or

(ii) develop automatic recognition of words that use specific spelling patterns such as *r/rr*, *y/ll*, *s/c/z*, *q/c/k*, *g/j*, *j/x*, *b/v*, *ch*, *h*, *i/y*, *gue*, and *gui* (1-3/SLA).

(9) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (1);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" first grader reads approximately 60 wpm) (1);

(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (1); and

(D) self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3).

(10) Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read fiction, nonfiction, and poetry including classic and contemporary works for pleasure and/or information (1); and

(B) use graphs, charts, signs, captions, and other informational texts to acquire information (1).

(11) Reading/vocabulary development. The student develops an extensive vocabulary. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);

(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3); and

(C) identify words that name persons, places, or things and words that name actions (K-1).

(12) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);

(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);

(C) retell or act out the order of important events in stories (K-3);

(D) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, translating, and asking for help (1-3/ESL); or

(ii) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3/SLA);

(E) draw and discuss visual images based on text descriptions (1-3);

(F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3); and

(G) identify similarities and differences across texts such as in topics, characters, and problems (1-2).

(13) Reading/literary response. The student responds to various texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) listen to stories being read aloud (K-1);

(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);

(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1);

(D) connect ideas and themes across texts (1-3); and

(E) describe how illustrations contribute to the text (K-1).

(14) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3);

(B) understand simple story structure (K-1);

(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);

(D) recognize the distinguishing features of familiar genres including stories, poems, and informational texts (1-3);

(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);

(F) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1);

(G) analyze characters including their traits, feelings, relationships, and changes (1-3);

(H) identify the importance of the setting to a story's meaning (1-3); and

(I) recognize the story problem(s) or plot (1-3).

(15) Reading/inquiry/research. The student generates questions and conducts research about topics using information from a variety of sources including selections read aloud. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify relevant questions for inquiry such as "What do pill bugs eat?" (K-3);

(B) use pictures, print, and people to gather information and answer questions (K-1);

(C) draw conclusions from information gathered (K-3);

(D) use alphabetical order to locate information (1-3);

(E) recognize and use parts of a book to locate information including table of contents, chapter titles, guide words, and indexes (1-3); and

(F) locate important areas of the library/media center (K-1).

(16) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) connect his/her own experiences with the life experiences, languages, customs, and culture of others (K-3); and

(B) compare experiences of characters across cultures (K-3).

(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write his/her own name and other important words (K-1);

(B) write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1);

(C) use phonological knowledge to map sounds to letters to write messages (K-1);

(D) write messages that move left-to-right and top-to-bottom on the page (K-1);

(E) gain an increasing control of penmanship such as pencil grip, paper position, stroke, and posture (1);

(F) use word and letter spacing and margins to make messages readable (1-2); and

(G) demonstrate the expectation appropriate or ESL or SLA, as follows:

(i) use basic capitalization and punctuation such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points (1-2/ESL); or

(ii) use basic capitalization and punctuation rules in Spanish such as capitalizing names, first letters in sentences, and proper nouns and using periods, question marks, and exclamation points (1-2/SLA).

(18) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) dictate messages such as news and stories for others to write (K-1);

(B) write labels, notes, and captions for illustrations, possessions, charts, and centers (K-1);

(C) write to record ideas and reflections (K-3);

(D) write to discover, develop, and refine ideas (1-3);
(E) write to communicate with a variety of audiences (1-3); and

(F) write in different forms for different purposes including lists to record, letters to invite or thank, and stories or poems to entertain (1-3).

(19) Writing/writing processes. The student selects and uses writing processes to compose original text. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) generate ideas before writing on self-selected topics (K-1);

(B) generate ideas before writing on assigned tasks (K-1);

(C) develop drafts (1-3);

(D) revise selected drafts for varied purposes including to achieve a sense of audience, precise word choices, and vivid images (1-3); and

(E) use available technology to compose text (K-3).

(20) Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (*hop*), consonant-vowel-consonant-silent e (CVCe) (*hope*), and one-syllable words with blends (*drop*) (1-3/ESL); or

(ii) write with more proficient spelling including using silent letters in syllables, dieresis marks, accents, verbs, *r/rr*, *y/ll*, *s/c/z*, *q/c/k*, *g/j*, *j/x*, *b/v*, *i/y*, *ch*, and *h* (1-3/SLA);

(B) write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2);

(C) spell single syllable words that have r-controlled vowels such as in *burn* or *star*; that have the final consonants *f*, *l*, and *s* such as in *miss* or *doll*; and that have *ck* as the final consonants such as in *buck* (1/ESL);

(D) use resources to find correct spellings, synonyms, and replacement words (1-3); and

(E) use conventional spelling of familiar words in final drafts (1).

(21) Writing/grammar/usage. The student composes meaningful texts by applying knowledge of grammar and usage. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use nouns and verbs in sentences (1);

(B) compose complete sentences in written texts and use the appropriate end punctuation (1- 2); and

(C) use verb tenses such as present and preterite appropriately and consistently (1- 6/SLA).

(22) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);

(B) respond constructively to others' writing (1-3); and

(C) determine how his/her own writing achieves its purposes (1-3).

(23) Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) record or dictate questions for investigating (K-1); and

(B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3).

(24) Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing expressions (K- 3/ESL);

(B) use prior knowledge and experiences to understand meanings in English (K-8/ESL);

(C) monitor oral and written language production and employ self-corrective techniques or other resources (K-8/ESL);

(D) use strategic learning techniques such as semantic mapping, imagery, memorization, and reviewing (K-3/ESL);

(E) use learning strategies such as circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English (K-8/ESL);

(F) make connections across content areas and use and reuse language and concepts in different ways (K-8/ESL) and

(G) use accessible language and learn new and essential language in the process (K- 8/ESL).

(25) Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes (K-3/ESL);

(B) understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (K-8/ESL);

(C) recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL);

(D) listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas (K-8/ESL); and

(E) analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL).

(26) Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time (K-8/ESL);

(B) share prior knowledge with peers and others to facilitate communication and to foster respect for others (K-8/ESL);

(C) ask and give information such as directions and address as well as name, age, and nationality (K-8/ESL);

(D) initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (K-3/ESL);

(E) express ideas and feelings such as gratitude, needs, opinions, and greetings (K-8/ESL);

(F) describe the immediate surroundings such as classroom, school, or home (K-8/ESL);

(G) arrange phrases, clauses, and sentences into correct and meaningful patterns (K-8/ESL);

(H) produce phonological elements of simple vocabulary and phrases (K-3/ESL); and

(I) produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).

(27) Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) learn sound/symbol relationships as they apply to the phonological system of English (K-8/ESL);

(B) recognize directionality of English reading such as left to right and top to bottom (K-8/ESL);

(C) read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL);

(D) participate in shared reading (K-8/ESL);

(E) develop basic sight vocabulary (K-8/ESL);

(F) use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes (K-8/ESL);

(G) read silently with increasing ease for longer periods (K-8/ESL);

(H) use print from the environment to derive meaning (K-8/ESL); and

(I) use graphic organizers as pre-reading activities to prepare for reading text (K-3/ESL).

§128.4. *Spanish Language Arts (SLA) and English as a Second Language (ESL), Grade 2.*

(a) Introduction.

(1) In Grade 2, students read and write independently. Students have many opportunities to use spoken language. Second grade students understand that there are different purposes for speaking and listening. Students know how to attract and hold the attention of their classmates when they make announcements or share a story. Second grade students recognize a large number of words automatically and use a variety of word identification strategies to figure out words they do not immediately recognize. Students read regularly for understanding and fluency in a variety of genres, including selections from classic and contemporary works. Students read texts from which they acquire new information. Students summarize what they read and represent ideas gained from reading with story maps, charts, and drawings. Students use references, including dictionaries and glossaries, to build word meanings and confirm pronunciation. Second grade students revise and edit their own writing to make ideas more clear and precise. Students use appropriate capitalization and punctuation. Students use singular and plural nouns and adjust verbs for agreement. In Grade 2, students' penmanship is characterized by letters that are properly formed, words that are properly spaced, and overall compositions that are legible. Students begin to take simple notes and compile notes into outlines.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside school.

(A) Beginning ESOL students associate utterances with meanings as they make inferences based on actions, visuals, text, tone of voice, and inflections. They use unanalyzed short phrases of language sporadically such as "It's my turn" and "Who is it?" Because receptive language is acquired earlier than oral production, ESOL students at the beginning level may need to use the native language to demonstrate comprehension. Beginning ESOL students, through carefully sequenced listening opportunities, expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes.

(B) Intermediate ESOL students produce spoken English with increasing accuracy and fluency to convey appropriate meaning. These ESOL students use the listening process to improve comprehension and oral skills in English. Through meaningful listening and speaking interactions, ESOL students clarify, distinguish, and evaluate ideas and responses in a variety of situations.

(C) Advanced ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. These students begin to read and write in English using graphophonic cues, syntax, visuals, the context of the text, and their prior knowledge of language and structure of text.

(D) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs, as well as acculturation issues, should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Grade 2 are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for students of Spanish Language Arts and English as a Second Language. All expectations apply equally to second language learners; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards. The knowledge and skills and/or student expectations that are applicable specifically to students of Spanish Language Arts and/or English as a Second Language are indicated parenthetically by SLA and ESL. The additional grades at which these expectations are demonstrated, at increasingly sophisticated levels, are also indicated by parenthetical notation.

(5) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and

writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations for Grade 2 as described in subsection (b) of this section.

(6) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);

(B) respond appropriately and courteously to directions and questions (K-3);

(C) participate in rhymes, songs, conversations, and discussions (K-3);

(D) listen critically to interpret and evaluate (K-3);

(E) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3/ESL); or

(ii) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works in Spanish (K-3/SLA);

(F) identify the musical elements of literary language such as its rhymes, repeated sounds, or instances of onomatopoeia (2-3);

(G) distinguish and produce sounds and intonation patterns of English (K-8/ESL); and

(H) infer meaning by making associations of utterances with actions, visuals, and the context of the situation (K-3/ESL).

(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) connect experiences and ideas with those of others through speaking and listening (K-3); and

(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes

and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) choose and adapt newly acquired spoken language appropriate to the audience, purpose, and occasion in the new culture, including use of appropriate volume and rate (K-3/ESL); or

(ii) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3/SLA);

(B) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3/ESL); or

(ii) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions, including using Spanish conventions such as formal and informal pronouns (*tú/usted*) (K-3/SLA);

(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);

(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3);

(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3); and

(F) employ English content area vocabulary in context (K-8/ESL).

(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);

(B) clarify and support spoken messages using appropriate props such as objects, pictures, or charts (K-3); and

(C) retell a spoken message by summarizing or clarifying (K-3).

(5) Reading/word identification. The student uses a variety of word identification strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) decode by using all letter-sound correspondences within a word (1-3);

(B) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) blend initial letter-sounds with common vowel spelling patterns to read words (1-3/ESL); or

(ii) decode words using knowledge of all Spanish sounds, letters, and syllables, including consonants, vowels, blends and stress (1-3/SLA);

(C) recognize high frequency irregular words such as *said, was, where, and is* (1-2/ESL);

(D) identify multisyllabic words by using common syllable patterns (1-3);

(E) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) use structural cues to recognize words such as compound, base words, and inflections such as *-s, -es, -ed, and -ing* (1-2/ESL); or

(ii) use structural cues to recognize words such as compounds, base words, and inflections such as *-mente, -ito, -ada, and -ando* (1-3/SLA);

(F) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) use structural cues such as prefixes and suffixes to recognize words, for example, *un-* and *-ly* (2/ESL); or

(ii) use structural cues such as prefixes and suffixes to recognize words, for example, *des-* and *-able* (2/SLA);

(G) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and

(H) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3/ESL); or

(ii) develop automatic recognition of words that use specific spelling patterns such as *r/rr, y/ll, s/c/z, q/c/k, g/j, j/x, b/v, ch, h, i/y, gue, and gui* (1-3/SLA).

(6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (2);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" second grader reads approximately 70 wpm) (2);

(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2);

(D) self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and

(E) read silently for increasing periods of time (2-3).

(7) Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read classic and contemporary works (2-8);

(B) read from a variety of genres for pleasure and to acquire information from both print and electronic formats (2-3); and

(C) read to accomplish a variety of purposes, both assigned and self-selected (2-3).

(8) Reading/vocabulary development. The student develops an extensive vocabulary. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);

(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);

(C) develop vocabulary through reading (2-3); and

(D) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) use resources and references such as beginners' dictionaries, bilingual dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words (2-3/ESL); or

(ii) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings (2-3/SLA).

(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);

(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);

(C) retell or act out the order of important events in stories (K-3);

(D) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, translating, and asking for help (1-3/ESL); or

(ii) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3/SLA);

(E) draw and discuss visual images based on text descriptions (1-3);

(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);

(G) identify similarities and differences across texts such as in topics, characters, and problems (1-2);

(H) produce summaries of text selections (2-3); and

(I) represent text information in different ways including story maps, graphs, and charts (2-3).

(10) Reading/literary response. The student responds to various texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama (2-3);

(B) demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology (2-3);

(C) support interpretations or conclusions with examples drawn from text (2-3); and

(D) connect ideas and themes across texts (1-3).

(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) distinguish different forms of texts including lists, newsletters, and signs and the functions they serve (K-3);

(B) identify text as written for entertainment (narrative) or for information (expository) (2);

(C) distinguish fiction from nonfiction including fact and fantasy (K-3);

(D) recognize the distinguishing features of familiar genres including stories, poems, and informational texts (1-3);

(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(F) understand and identify simple literary terms such as title, author, illustrator across a variety of literary forms (texts) (2);

(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);

(H) analyze characters including their traits, relationships, and changes (1-3);

(I) identify the importance of the setting to a story's meaning (1-3); and

(J) recognize the story problem(s) or plot (1-3).

(12) Reading inquiry/research. The student generates questions and conducts research using information from various sources. The following expectations apply to the second language

learner at his/her level of proficiency in English. The student is expected to:

(A) identify relevant questions for inquiry, such as "Why do birds build different kinds of nests?" (K-3);

(B) use alphabetical order to locate information (1-3);

(C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3);

(D) use multiple sources including print, such as an encyclopedia, technology, and experts to locate information that addresses questions (2-3);

(E) interpret and use graphic sources of information such as maps, charts, graphs, and diagrams (2-3);

(F) locate and use important areas of the library media center (2-3);

(G) demonstrate learning through productions and displays such as murals, written and oral reports, and dramatizations (2-3); and

(H) draw conclusions from information gathered (K-3).

(13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) connect life experiences with the life experiences, language, customs, and culture of others (K-3); and

(B) compare experiences of characters across cultures (K-3).

(14) Writing/purposes. The student writes for a variety of audiences and purposes, and in various forms. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write to record ideas and reflections (K-3);

(B) write to discover, develop, and refine ideas (1-3);

(C) write to communicate with a variety of audiences (1-3); and

(D) write in different forms for different purposes including lists to record, letters to invite or thank, and stories or poems to entertain (1-3).

(15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and handwriting to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) gain increasing control of aspects of penmanship such as pencil grip, paper position, stroke, and posture, and using correct letter formation, appropriate size, and spacing (2);

(B) use word and letter spacing and margins to make messages readable (1-2);

(C) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) use basic capitalization and punctuation correctly, including capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2/ESL); or

(ii) use basic capitalization and punctuation rules in Spanish including capitalizing names and first letters in sentences and proper nouns and using periods, question marks, and exclamation points (1-2/SLA); and

(D) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) use more complex capitalization and punctuation with increasing accuracy such as proper nouns, abbreviations, commas, apostrophes, and quotation marks (2/ESL); or

(ii) use more complex capitalization and punctuation with increasing accuracy such as commas, hyphens, proper nouns, and abbreviations (2/SLA).

(16) Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use resources to find correct spellings, synonyms, and replacement words (1-3);

(B) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3/ESL); or

(ii) write with more proficient spelling using silent letters in syllables, dieresis marks, written accents, and spelling patterns using *q/c/k*, *b/v*, *r/rr*, *y/ll*, *c/h/g* or *ch*, *g/j*, *j/x*, *i/y*, and *s/z* (1-3/SLA); and

(C) write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2).

(D) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) write with more proficient use of orthographic patterns and rules such as *keep/ cap*, *sack/ book*, *out/ cow*, consonant doubling, dropping *e*, and changing *y* to *i* (2/ESL); or

(ii) write with more proficient use of orthographic patterns and rules such as *qu* together, use of *n* before *v*, *m* before *b*, *m* before *p*, and changing *z* to *c* when adding *-es* (2/SLA).

(17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use singular and plural forms of regular nouns (2);

(B) compose complete sentences in written texts and use the appropriate end punctuation (1- 2);

(C) compose sentences with interesting, elaborated subjects (2-3);

(D) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including *to be*, in final drafts (2- 3/ESL); or

(ii) edit writing in preparing for standard grammar and usage, including subject-verb agreement/conjugation, number and gender agreement, pronoun agreement, appropriate verb tenses, and articles (2-3/SLA); and

(E) use verb tenses such as present, preterite, and future appropriately and consistently (2-6/SLA).

(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3);

(B) develop drafts (1-3);

(C) revise selected drafts for varied purposes including to achieve a sense of audience, precise word choices, and vivid images (1-3);

(D) edit for appropriate grammar, spelling, punctuation, and features of polished writings (2- 3);

(E) use available technology for aspects of writing including word processing, spell checking, and printing) (2-3); and

(F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and "publishing" them for audiences (2-3).

(19) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);

(B) respond constructively to others' writing (1-3);

(C) determine how his/her own writing achieves its purposes (1-3);

(D) use published pieces as models for writing (2-3); and

(E) review a collection of his/her own written work to monitor growth as a writer (2-3).

(20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write or dictate questions for investigating (2-3);

(B) record his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3);

(C) take simple notes from relevant sources such as classroom guests, information, books, and media sources (2-3); and

(D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3).

(21) Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing expressions (K- 3/ESL);

(B) use prior knowledge and experiences to understand meanings in English (K-8/ESL);

(C) monitor oral and written language production and employ self-corrective techniques or other resources (K-8/ESL);

(D) use strategic learning techniques such as semantic mapping, imagery, memorization, and reviewing (K-3/ESL);

(E) use learning strategies such as circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English (K-8/ESL);

(F) make connections across content areas and use and reuse language and concepts in different ways (K-8/ESL) and

(G) use accessible language and learn new and essential language in the process (K- 8/ESL).

(22) Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes (K-3/ESL);

(B) understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (K-8/ESL);

(C) recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL);

(D) listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas (K-8/ESL); and

(E) analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL).

(23) Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations

apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time (K-8/ESL);

(B) share prior knowledge with peers and others to facilitate communication and to foster respect for others (K-8/ESL);

(C) ask and give information such as directions and address as well as name, age, and nationality (K-8/ESL);

(D) initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (K-3/ESL);

(E) express ideas and feelings such as gratitude, needs, opinions, and greetings (K-8/ESL);

(F) describe the immediate surroundings such as classroom, school, or home (K-8/ESL);

(G) arrange phrases, clauses, and sentences into correct and meaningful patterns (K-8/ESL);

(H) produce phonological elements of simple vocabulary and phrases (K-3/ESL); and

(I) produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).

(24) Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) learn sound/symbol relationships as they apply to the phonological system of English (K-8/ESL);

(B) recognize directionality of English reading such as left to right and top to bottom (K-8/ESL);

(C) read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL);

(D) participate in shared reading (K-8/ESL);

(E) develop basic sight vocabulary (K-8/ESL);

(F) use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes (K-8/ESL);

(G) read silently with increasing ease for longer periods (K-8/ESL);

(H) use print from the environment to derive meaning (K-8/ESL); and

(I) use graphic organizers as pre-reading activities to prepare for reading text (K-3/ESL).

(25) Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second

language learner at his/her level of proficiency in English. The student is expected to:

(A) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (2-8/ESL);

(B) write with more proficient use of orthographic patterns and rules such as *qu* together consonant doubling, dropping final *e*, and changing *y* to *i* (2-8/ESL);

(C) edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses in final drafts (2-8/ESL);

(D) employ increasingly complex grammatical structures in writing, as follows:

(i) demonstrate knowledge of verbs, tenses and auxiliaries, *wh-* words, and pronouns/antecedents (2-8/ESL);

(ii) demonstrate knowledge of nominative, objective, and possessive case (2-8/ESL);

(iii) demonstrate knowledge of parts of speech (2-8/ESL); and

(iv) demonstrate knowledge of negatives and contractions (2-8/ESL);

(E) construct correct sentences, including a variety of sentence types and styles (2-8/ESL);

(F) combine multiple sentences into a unified sentence (2-8/ESL); and

(G) develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (2-8/ESL).

§128.5. *Spanish Language Arts (SLA) and English as a Second Language (ESL), Grade 3.*

(a) Introduction.

(1) In Grade 3, students read and write more independently than in any previous grade and spend significant blocks of time engaged in reading and writing on their own as well as in assigned tasks and projects. Students listen critically to spoken messages, think about their own contributions to discussions, and plan their oral presentations. Third grade students read grade-level material fluently and with comprehension. Students use root words, prefixes, suffixes, and derivational endings to recognize words. Students demonstrate knowledge of synonyms, antonyms, and multi-meaning words. Students are beginning to distinguish fact from opinion in texts. During class discussions, third grade students support their ideas and inferences by citing portions of the text being discussed. Students read in a variety of genres, including realistic and imaginative fiction, nonfiction, and poetry from classic and contemporary works. Third grade students write with more complex capitalization and punctuation such as proper nouns and commas in a series. Students write with more proficient spelling of contractions and homonyms. Third grade students write longer and more elaborate sentences and organize their writing into larger units of text. Students write several drafts to produce a final product. Students revise their writing to improve coherence, progression, and logic and edit final drafts to reflect standard grammar and usage. Students master manuscript writing and may begin to use cursive writing.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside school.

(A) Beginning ESOL students associate utterances with meanings as they make inferences based on actions, visuals, text, tone of voice, and inflections. They use unanalyzed short phrases of language sporadically such as "It's my turn" and "Who is it?" Because receptive language is acquired earlier than oral production, ESOL students at the beginning level may need to use the native language to demonstrate comprehension. Beginning ESOL students, through carefully sequenced listening opportunities, expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes.

(B) Intermediate ESOL students produce spoken English with increasing accuracy and fluency to convey appropriate meaning. These ESOL students use the listening process to improve comprehension and oral skills in English. Through meaningful listening and speaking interactions, ESOL students clarify, distinguish, and evaluate ideas and responses in a variety of situations.

(C) Advanced ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. These students begin to read and write in English using graphophonic cues, syntax, visuals, the context of the text, and their prior knowledge of language and structure of text.

(D) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency

in English but need additional academic competency skills. These needs, as well as acculturation issues, should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Grade 3 are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for students of Spanish Language Arts and English as a Second Language. All expectations apply equally to second language learners; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards. The knowledge and skills and/or student expectations that are applicable specifically to students of Spanish Language Arts and/or English as a Second Language are indicated parenthetically by SLA and ESL. The additional grades at which these expectations are demonstrated, at increasingly sophisticated levels, are also indicated by parenthetical notation.

(5) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations for Grade 3 as described in subsection (b) of this section.

(6) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(7) It is the goal of the state that all children read on grade level by the end of Grade 3 and continue to read on grade level or higher throughout their schooling.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);

(B) respond appropriately and courteously to directions and questions (K-3);

(C) participate in rhymes, songs, conversations, and discussions (K-3);

(D) listen critically to interpret and evaluate (K-3);

(E) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3/ESL); or

(ii) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works in Spanish (K-3/SLA);

(F) identify the musical elements of literary language including its rhymes, repeated sounds, or instances of onomatopoeia (2-3);

(G) distinguish and produce sounds and intonation patterns of English (K-8/ESL); and

(H) infer meaning by making associations of utterances with actions, visuals, and the context of the situation (K-3/ESL).

(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) connect experiences and ideas with those of others through speaking and listening (K-3); and

(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

(3) Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) choose and adapt newly acquired spoken language appropriate to the audience, purpose, and occasion in the new culture, including using appropriate volume and rate (K-3/ESL); or

(ii) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including using appropriate volume and rate (K-3/SLA);

(B) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3/ESL); or

(ii) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions, including using Spanish conventions such as formal and informal pronouns (*tú/usted*) (K-3/SLA);

(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);

(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3);

(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3); and

(F) employ English content area vocabulary in context (K-8/ESL).

(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);

(B) clarify and support spoken messages through use of appropriate props including objects, pictures, and charts (K-3); and

(C) retell a spoken message by summarizing or clarifying (K-3).

(5) Reading/word identification. The student uses a variety of word identification strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) decode by using all letter-sound correspondences within a word (1-3);

(B) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) blend initial letter-sounds with common vowel spelling patterns to read words (1-3/ESL); or

(ii) decode words using knowledge of all Spanish sounds, letters, and syllables, including consonants, vowels, blends and stress (1-3/SLA);

(C) identify multisyllabic words by using common syllable patterns (1-3);

(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3);

(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and

(F) demonstrate the expectation appropriate for ESL or SLA as follows:

(i) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3/ESL); or

(ii) develop automatic recognition of words that use specific spelling patterns such as *q/c/k*, *b/v*, *s/c/z*, *y/ll*, *g/j*, *x/j*, *i/y*, *r/rr*, *h*, *ch*, *gue*, and *gui* (1-3/SLA).

(6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (3);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the "typical" third grader reads 80 wpm) (3);

(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3);

(D) self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and

(E) read silently for increasing periods of time (2-3).

(7) Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read classic and contemporary works (2-8);

(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and

(C) read to accomplish various purposes, both assigned and self-selected (2-3).

(8) Reading/vocabulary development. The student develops an extensive vocabulary. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);

(B) develop vocabulary through reading (2-3);

(C) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) use resources and references such as beginners' dictionaries, bilingual dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words (2-3/ESL); or

(ii) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings (2-3/SLA); and

(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words, (for example, by sorting, classifying, and identifying related words) (3).

(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);

(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);

(C) retell or act out the order of important events in stories (K-3);

(D) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, translating, and asking for help (1-3/ESL); or

(ii) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3/SLA);

(E) draw and discuss visual images based on text descriptions (1-3);

(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);

(G) identify similarities and differences across texts such as in topics, characters, and themes (3);

(H) produce summaries of text selections (2-3);

(I) represent text information in different ways, including through story maps, graphs, and charts (2-3);

(J) distinguish fact from opinion in various texts including news stories and advertisements (3); and

(K) practice different kinds of questions and tasks including test-like comprehension questions (3-8).

(10) Reading/literary response. The student responds to various texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama (2-3);

(B) demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology (2-3);

(C) support interpretations or conclusions with examples drawn from text (2-3); and

(D) connect ideas and themes across texts (1-3).

(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) distinguish different forms of texts including lists, newsletters, and signs and the functions they serve (K-3);

(B) distinguish fiction from nonfiction, including fact and fantasy (K-3);

(C) recognize the distinguishing features of familiar genres including stories, poems, and informational texts (1-3);

(D) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(E) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5);

(F) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);

(G) compare communications in different forms including contrasting a dramatic performance with a print version of the same story (3);

(H) analyze characters including their traits, feelings, relationships, and changes (1-3);

(I) identify the importance of the setting to a story's meaning (1-3); and

(J) recognize the story problem(s) or plot (1-3).

(12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify relevant questions for inquiry such as "What Native American tribes inhabit(ed) Texas?" (K-3);

(B) use alphabetical order to locate information (1-3);

(C) recognize and use parts of a book to locate information including table of contents, chapter titles, guide words, and index (1-3);

(D) use multiple sources including print such as an encyclopedia, technology, and experts to locate information that addresses questions (2-3);

(E) interpret and use graphic sources of information including, maps, charts, graphs, and diagrams (2-3);

(F) locate and use important areas of the library media center (2-3);

(G) organize information in systematic ways including notes, charts, and labels (3);

(H) demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations (2-3);

(I) use compiled information and knowledge to raise additional, unanswered questions (3); and

(J) draw conclusions from information gathered (K-3).

(13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and

(B) compare experiences of characters across cultures (K-3).

(14) Writing/purposes. The student writes for a variety of audiences and purposes and in various forms. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write to record ideas and reflections (K-3);

(B) write to discover, develop, and refine ideas (1-3);

(C) write to communicate with a variety of audiences (1-3); and

(D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).

(15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) gain more proficient control of all aspects of penmanship (3); and

(B) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) use capitalization and punctuation such as commas in a series, apostrophes in contractions such as *can't* and possessives such as *Robin's*, quotation marks, proper nouns, and abbreviations with increasing accuracy (3/ESL); or

(ii) use capitalization and punctuation such as commas, hyphens, proper nouns, and abbreviations (3/SLA).

(16) Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant CVC (*hop*), consonant-vowel-consonant-silent e CVCe (*hope*), and one-syllable words with blends (*drop*) (1-3/ESL); or

(ii) write with more proficient spelling using silent letters in syllables, dieresis marks, written accents, and spelling patterns using *q/c/k*, *b/v*, *r/rr*, *y/ll*, *c/h/g* or *ch*, *g/j*, *j/x*, *i/y*, and *s/c/z* (2-3/SLA);

(B) spell multisyllabic words using regularly spelled phonogram patterns (3);

(C) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as *-ing*, *-ed*, or *-able* are added (3/ESL); or

(ii) write with more proficient spelling of inflectional endings, including verb tenses and plurals of words ending in z such as *lápiz- lápices* (3/SLA);

(D) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) write with more proficient use of orthographic patterns and rules such as *oi/ toy*, *match/ speech*, *badge/ cage*, consonant doubling, dropping *e*, and changing *y* to *i* (3/ESL); or

(ii) write with more proficient use of orthographic patterns and rules such as *qu* together, using *n* before *v*, *m* before *b*, and *m* before *p* changing *z* to *c* when adding *-es* (2-3/SLA);

(E) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) write with more proficient spelling of contractions, compounds, and homonyms such as *hair-hare* and *bear-bare* (3/ESL); or

(ii) write with more proficient spelling of contractions, compounds, and homonyms such as *casar-cazar* and *cocer-coser* (3/SLA);

(F) write with accurate spelling of syllable constructions such as closed, open, consonant before *-le*, and syllable boundary patterns (3-6/ESL);

(G) spell words ending in *-tion* and *-sion* such as *station* and *procession* (3/ESL); and

(H) use resources to find correct spellings, synonyms, or replacement words (1-3).

(17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use correct irregular plurals such as *sheep* (3);

(B) use singular and plural forms of regular nouns and adjust verbs for agreement (3);

(C) compose elaborated sentences in written texts and use the appropriate end punctuation (3);

(D) compose sentences with interesting, elaborated subjects (2-3);

(E) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including *to be*, in final drafts (2-3/ESL); or

(ii) edit writing toward standard grammar and usage, including subject-verb agreement/conjugation, number and gender agreement, pronoun agreement, appropriate verb tenses, and articles (2-3/SLA); and

(F) use verb tenses such as present, preterite, and future appropriately and consistently (2-6/SLA).

(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3);

(B) develop drafts (1-3);

(C) revise selected drafts for varied purposes including to achieve a sense of audience, precise word choices, and vivid images (1-3);

(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);

(E) use available technology for aspects of writing such as word processing, spell checking, and printing (2-3); and

(F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences (2-3).

(19) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);

(B) respond constructively to others' writing (1-3);

(C) determine how his/her own writing achieves its purposes (1-3);

(D) use published pieces as models for writing (2-3); and

(E) review a collection of his/her own written work to monitor growth as a writer (2-3).

(20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write or dictate questions for investigating (2-3);

(B) record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas (K-3);

(C) take simple notes from relevant sources such as classroom guests, books, and media sources (2-3); and

(D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3).

(21) Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing expressions (K-3/ESL);

(B) use prior knowledge and experiences to understand meanings in English (K-8/ESL);

(C) monitor oral and written language production and employ self-corrective techniques or other resources (K-8/ESL);

(D) use strategic learning techniques such as semantic mapping, imagery, memorization, and reviewing (K-3/ESL);

(E) use learning strategies such as circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English (K-8/ESL);

(F) make connections across content areas and use and reuse language and concepts in different ways (K-8/ESL) and

(G) use accessible language and learn new and essential language in the process (K-8/ESL).

(22) Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes (K-3/ESL);

(B) understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (K-8/ESL);

(C) recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL);

(D) listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas (K-8/ESL); and

(E) analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL).

(23) Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time (K-8/ESL);

(B) share prior knowledge with peers and others to facilitate communication and to foster respect for others (K-8/ESL);

(C) ask and give information such as directions and address as well as name, age, and nationality (K-8/ESL);

(D) initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (K-3/ESL);

(E) express ideas and feelings such as gratitude, needs, opinions, and greetings (K-8/ESL);

(F) describe the immediate surroundings such as classroom, school, or home (K-8/ESL);

(G) arrange phrases, clauses, and sentences into correct and meaningful patterns (K-8/ESL);

(H) produce phonological elements of simple vocabulary and phrases (K-3/ESL); and

(I) produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).

(24) Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) learn sound/symbol relationships as they apply to the phonological system of English (K-8/ESL);

(B) recognize directionality of English reading such as left to right and top to bottom (K-8/ESL);

(C) read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend (K-8/ESL);

(D) participate in shared reading (K-8/ESL);

(E) develop basic sight vocabulary (K-8/ESL);

(F) use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes (K-8/ESL);

(G) read silently with increasing ease for longer periods (K-8/ESL);

(H) use print from the environment to derive meaning (K-8/ESL); and

(I) use graphic organizers as pre-reading activities to prepare for reading text (K-3/ESL).

(25) Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points (3/ESL);

(B) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (2-8/ESL);

(C) write with more proficient use of orthographic patterns and rules such as *qu* together consonant doubling, dropping final *e*, and changing *y* to *i* (2-8/ESL);

(D) edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses in final drafts (2-8/ESL);

(E) employ increasingly complex grammatical structures in writing, as follows:

(i) demonstrate knowledge of verbs, tenses and auxiliaries, *wh-* words, and pronouns/antecedents (2-8/ESL);

(ii) demonstrate knowledge of nominative, objective, and possessive case (2-8/ESL);

(iii) demonstrate knowledge of parts of speech (2-8/ESL); and

(iv) demonstrate knowledge of negatives and contractions (2-8/ESL);

(F) construct correct sentences, including a variety of sentence types and styles (2-8/ESL);

(G) combine multiple sentences into a unified sentence (2-8/ESL); and

(H) develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (2-8/ESL).

§128.6. *Spanish Language Arts (SLA) and English as a Second Language (ESL), Grade 4.*

(a) Introduction.

(1) In Grade 4, students spend significant blocks of time engaged in reading and writing independently. Fourth grade students are critical listeners and analyze a speaker's intent such as to entertain or to persuade. When speaking, they adapt their language to the audience, purpose, and occasion. Students continue to read classic and contemporary selections. Fourth grade students read with a growing interest in a wide variety of topics and adjust their reading approach to various forms of texts. Students expand their vocabulary systematically across the curriculum. Students read for meaning and can paraphrase texts. Students are able to connect, compare, and contrast ideas. Fourth grade students can identify and follow varied text structures such as chronologies and cause and effect. Students produce summaries of texts and engage in more sophisticated analysis of characters, plots, and settings. Fourth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Their writing takes on style and voice. Fourth grade students write in complete sentences. Students vary sentence structure and use adjectives, adverbs, prepositional phrases, and conjunctions. Fourth grade students are proficient spellers. Students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students can produce a final, polished copy of a written composition. Fourth grade students understand and use visual media and can compare and contrast visual media to print.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is es-

sential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Beginning ESOL students associate utterances with meanings as they make inferences based on actions, visuals, text, tone of voice, and inflections. Receptive language with some comprehension is acquired earlier than oral production. Beginning ESOL students produce spoken English with increasing accuracy and fluency to convey appropriate meaning. They read English using graphophonic cues, syntax, visuals, the context of the text, and their prior knowledge of language and structure of text.

(B) Intermediate ESOL students use the listening process to improve comprehension and oral skills in English. Through listening and speaking in meaningful interactions, they clarify, distinguish and evaluate ideas and responses in a variety of situations. Intermediate ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate ESOL students read English using and applying developmental vocabulary to increase comprehension and produce written texts to address a variety of audiences and purposes.

(C) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(D) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs, as well as acculturation issues, should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Grade 4 are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for students of Spanish Language Arts and English as a Second Language. All expectations apply equally to second language learners; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these

standards. The knowledge and skills and/or student expectations that are applicable specifically to students of Spanish Language Arts and/or English as a Second Language are indicated parenthetically by SLA and ESL. The additional grades at which these expectations are demonstrated, at increasingly sophisticated levels, are also indicated by parenthetical notation.

(5) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations for Grade 4 as described in subsection (b) of this section.

(6) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Listening/speaking/purposes The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);
- (B) eliminate barriers to effective listening (4-8);
- (C) understand the major ideas and supporting evidence in spoken messages (4-8); and
- (D) distinguish and produce sounds and intonation patterns of English (K-8/ESL).

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);
- (B) identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery (4-5);
- (C) distinguish between the speaker's opinion and verifiable fact (4-8); and
- (D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).

(3) Listening/speaking/appreciation. The student listens, enjoys, and appreciates spoken language. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);
- (B) describe how the language of literature affects the listener (4-5); and

(C) assess how language choice and delivery affect the tone of the message (4-5).

(4) Listening/speaking/culture. The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) connect experiences, information, insights, and ideas with those of others through speaking and listening (4-8);
- (B) compare oral traditions across regions and cultures (4-8); and
- (C) identify how language use such as labels and sayings reflects regions and cultures (4-8).

(5) Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);
- (B) demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8);
- (C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);
- (D) use effective rate, volume, pitch, and tone for the audience and setting (4-8);
- (E) give precise directions and instructions such as in games and tasks (4-5);
- (F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8); and
- (G) employ English content area vocabulary in context (K-8).

(6) Reading/word identification. The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);
- (B) demonstrate the expectation appropriate for ESL or SLA, as follows:
 - (i) use structural analysis to identify root words with prefixes such as *dis-*, *non-*, and *in-*; and suffixes such as *-ness*, *-tion*, and *-able* (4-6/ESL); or
 - (ii) use structural analysis to identify root words with prefixes such as *des-*, *dis-*, *ante-*, *bi-*, and *tri-*; and suffixes such as *-dad*, *-ción*, and *-able* (4-6/SLA); and
- (C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).

(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (4);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fourth grader reads approximately 90 wpm) (4);

(C) demonstrate characteristics of fluent and effective reading (4-8);

(D) adjust reading rate based on purposes for reading (4-8);

(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and

(F) read silently with increasing ease for longer periods (4-8).

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read classic and contemporary works (2-8);

(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and

(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) develop vocabulary by listening to selections read aloud (4-8);

(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);

(C) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) use multiple reference aids such as a thesaurus, synonym finder, dictionary, and software to clarify meanings and usage (4-8/ESL); or

(ii) use multiple reference aids such as a thesaurus, synonym finder, dictionary, and multimedia to clarify meanings and usage (4/SLA);

(D) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, or *un-* (4-8/ESL); or

(ii) determine meanings of derivatives by applying knowledge of the meanings of root words such as *feliz*, *razón*, or *entrar* and affixes such as *in-*, *-able*, or *-ada* (4-6/SLA); and

(E) study word meanings systematically such as across curricular content areas and through current events (4-8).

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use his/her own knowledge and experience to comprehend (4-8);

(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);

(C) demonstrate the expectation appropriate for ELA or SLA, as follows:

(i) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, translating, and asking questions (4- 8/ESL); or

(ii) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-6/SLA);

(D) describe mental images that text descriptions evoke (4-8);

(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);

(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);

(G) paraphrase and summarize text to recall, inform, and organize ideas (4-8);

(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);

(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);

(J) distinguish fact and opinion in various texts (4-8);

(K) answer different types and levels of questions such as open-ended, literal and interpretative as well as test-like question forms, such as multiple choice, true-false, and short-answer (3-8); and

(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);

(B) interpret text ideas through such varied means as journal writing, discussion, enactment, media (4-8);

(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5);

(B) recognize that authors organize information in specific ways (4-5);

(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);

(D) recognize the distinguishing features of genres including biography, historical fiction, informational texts, and poetry (4-8);

(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue and scene across a variety of literary forms (texts) (3-5);

(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);

(H) analyze characters including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);

(I) recognize and analyze story plot, setting, and problem resolution (4-8); and

(J) describe how the author's perspective or point of view affects the text (4-8).

(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) form and revise questions for investigations including questions arising from interests and units of study (4-5);

(B) use text organizers including headings, graphic features, and tables of contents to locate and organize information (4-8);

(C) use multiple sources including electronic texts, experts, and print resources to locate information relevant to research questions (4-8);

(D) interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions (4-5);

(E) summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts (4-8);

(F) produce research projects and reports in effective formats using visuals to support meaning, as appropriate (4-8);

(G) draw conclusions from information gathered from multiple sources (4-8); and

(H) use compiled information and knowledge to raise additional, unanswered questions (3-8).

(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) compare text events with his/her own and other readers' experiences (4-8);

(B) determine distinctive and common characteristics of cultures through wide reading (4-8); and

(C) articulate and discuss themes and connections that cross cultures (4-8).

(15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);

(B) write to influence such as to persuade, argue, and request (4-8);

(C) write to inform such as to explain, describe, report, and narrate (4-8);

(D) write to entertain such as to compose humorous poems or short stories (4-8);

(E) exhibit an identifiable voice in personal narratives and in stories (4-5); and

(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, instructions (4-5).

(16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write legibly by selecting cursive or manuscript as appropriate (4-8); and

(B) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, com-

mas in a series, commas in direct address, and sentence punctuation (4-5/ESL); or

(ii) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing proper nouns, using commas in a series and in direct address, and *guión* (hyphen) and *raya* (for dialogue) (4-6/SLA).

(17) Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) write with accurate spelling of syllable constructions such as closed, open, consonant before *-le*, and syllable boundary patterns (3-6/ESL); or

(ii) write with accurate spelling of syllable constructions such as closed, open, *qu* together, using *n* before *v*, *m* before *b*, *m* before *p*, changing *z* to *c* when adding *-es*, and diphthongs (4-6/SLA);

(B) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) write with accurate spelling of roots such as *drink*, *speak*, *read*, or *happy*, inflections such as those that change tense or number, suffixes such as *-able* or *-less* and prefixes such as *re-* or *un-* (4-8/ESL); or

(ii) write with accurate spelling of roots such as *razón*, *feliz*, *leer*, or *entrar*, inflections such as those that change tense or number, suffixes such as *-able* or *-mente*, and prefixes such as *re-* or *in-* (4-6/ESL);

(C) use resources to find correct spellings (4-8); and

(D) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) spell accurately in final drafts (4-8/ESL); or

(ii) spell accurately using accents and dieresis marks in final drafts (4-6/SLA).

(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use regular and irregular plurals correctly (4-6);

(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);

(C) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8/ESL); or

(ii) employ standard Spanish usage with increased complexity in writing for audiences, including subject-verb agreement/conjugation, gender and number agreement, and parts of speech (4-6/SLA);

(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);

(E) use prepositional phrases to elaborate written ideas (4-8);

(F) use conjunctions to connect ideas meaningfully (4-5);

(G) write with increasing accuracy when using apostrophes in contractions such as *it's* and possessives such as *Jan's* (4-8/ESL);

(H) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me." (4-5/ESL); or

(ii) write with increasing accuracy when using direct and indirect object pronouns such as "*José nos lo dijo.*" (4-6/SLA); and

(I) use verb tenses such as present, preterite, future, present perfect, past perfect, and future perfect appropriately and consistently (4-6/SLA).

(19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8);

(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);

(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);

(D) revise drafts for coherence, progression, and logical support of ideas (4-8);

(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);

(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);

(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);

(H) proofread his/her own writing and that of others (4-8); and

(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).

(20) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) apply criteria to evaluate writing (4-8);

(B) respond in constructive ways to others' writings (4-8);

(C) evaluate how well his/her own writing achieves its purposes (4-8);

(D) analyze published examples as models for writing (4-8); and

(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8).

(21) Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) frame questions to direct research (4-8);

(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);

(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);

(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);

(E) present information in various forms using available technology (4-8); and

(F) evaluate his/her own research and raise new questions for further investigation (3-8).

(22) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8); and

(B) correspond with peers or others via e-mail or conventional mail (4-8).

(23) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);

(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8); and

(C) use media to compare ideas and points of view (4-8).

(24) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings (4-5); and

(B) compare and contrast print, visual, and electronic media such as film with written story (4-8).

(25) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) select, organize, or produce visuals to complement and extend meanings (4-8); and

(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).

(26) Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing expressions (4- 8/ESL);

(B) use prior knowledge and experiences to understand meanings in English (K-8/ESL);

(C) monitor oral and written language production and employ self-corrective techniques or other resources (K-8/ESL);

(D) use strategic learning techniques such as semantic mapping, imagery memorization, reviewing, and contrastive analysis to acquire new vocabulary (4-8/ESL);

(E) use learning strategies such as circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English (K-8/ESL);

(F) make connections across content areas and use and reuse language and concepts in different ways (K-8/ESL) and

(G) use accessible language and learn new and essential language in the process (K- 8/ESL).

(27) Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes such as taking notes (4-8/ESL);

(B) understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (K-8/ESL);

(C) recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL);

(D) listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas (K-8/ESL);

(E) analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL); and

(F) infer meaning by making associations of utterances with actions, visuals, and the context of the situation (4-8/ESL).

(28) Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time (K-8/ESL);

(B) share prior knowledge with peers and others to facilitate communication and to foster respect for others (K-8/ESL);

(C) ask and give information such as directions and address as well as name, age, and nationality (K-8/ESL);

(D) initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (4-8/ESL);

(E) express ideas and feelings such as gratitude, needs, opinions, and greetings (K-8/ESL);

(F) arrange phrases, clauses, and sentences into correct and meaningful patterns (K-8/ESL);

(G) produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL); and

(H) describe the immediate surroundings such as classroom, school, or home (K-8/ESL).

(29) Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) learn sound/symbol relationships as they apply to the phonological system of English (K-8/ESL);

(B) recognize directionality of English reading such as left to right and top to bottom (K-8/ESL);

(C) read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL);

(D) participate in shared reading (K-8/ESL);

(E) develop basic sight vocabulary (K-8/ESL);

(F) use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes (K-8/ESL);

(G) read silently with increasing ease for longer periods (K-8/ESL);

(H) use print from the environment to derive meaning (K-8/ESL);

(I) use graphic organizers as pre-reading activities to prepare for reading text (K-8/ESL);

(J) use verbal cueing strategies such as pauses and exaggerated intonation for key words and non-verbal cueing strategies such as facial expressions and gestures to enhance the reading experience (4-8/ESL); and

(K) retell, role-play, and/or visually illustrate the order of events (4-8/ESL).

(30) Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points (4-8/ESL);

(B) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (2-8/ESL);

(C) write with more proficient use of orthographic patterns and rules such as *qu* together, consonant doubling, dropping final *e*, and changing *y* to *i* (2-8/ESL);

(D) edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses in final drafts (2-8/ESL);

(E) employ increasingly complex grammatical structures in writing, as follows:

(i) demonstrate knowledge of verbs, tenses, and auxiliaries, *wh*- words, and pronouns/antecedents (2-8/ESL);

(ii) demonstrate knowledge of nominative, objective, and possessive case (2-8/ESL);

(iii) demonstrate knowledge of parts of speech (2-8/ESL); and

(iv) demonstrate knowledge of

(F) construct correct sentences, including a variety of sentence types and styles (2-8/ESL);

(G) combine multiple sentences into a unified sentence (2-8/ESL); and

(H) develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (2-8/ESL).

(31) Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques,

and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) describe how illustrations support written texts or tell a story (4-8/ESL);

(B) tell important events and ideas gleaned from video segments, graphic art, or technology presentations (4-8/ESL);

(C) respond to media such as film, print, and technological presentations by explaining likes, dislikes, and supporting opinions with examples (4-8/ESL);

(D) distinguish the purposes of various media forms such as information, entertainment, and persuasion (4-8/ESL);

(E) produce visuals for his/her own messages, stories, and other kinds of communication (4-8/ESL);

(F) explore and describe how color, shape, and line influence the message (4-8/ESL); and

(G) produce communications using technology or appropriate media (4-8/ESL).

§128.7. Spanish Language Arts (SLA) and English as a Second Language (ESL), Grade 5.

(a) Introduction.

(1) In Grade 5, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions. Fifth grade students can identify a speaker's persuasive technique such as promises, dares, and flattery in presentations. Students read from classic and contemporary selections and informational text. Fifth grade students are able to judge the internal consistency or logic of stories and texts. Students recognize the way an author organizes information and engage in more sophisticated analysis of characters, plots, and settings. Fifth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use conjunctions to connect ideas. Students are able to use literary devices such as suspense, dialogue, and figurative language in their writing. Fifth grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Fifth grade students search out multiple texts to complete research reports or projects. Students use visuals to support their research projects.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon

the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Beginning ESOL students begin to associate utterances with meaning as they make inferences based on actions, visuals, text, tone of voice and inflections. Receptive language with some comprehension is acquired earlier than oral production. Beginning ESOL students produce spoken English with increasing accuracy and fluency to convey appropriate meaning. They read English using graphophonic cues, syntax, visuals, the context of the text, and their prior knowledge of language and structure of text.

(B) Intermediate ESOL students use the listening process to improve comprehension and oral skills in English. Through listening and speaking in meaningful interactions, they clarify, distinguish and evaluate ideas and responses in a variety of situations. Intermediate ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate ESOL students read English using and applying developmental vocabulary to increase comprehension and produce written texts to address a variety of audiences and purposes.

(C) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(D) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs, as well as acculturation issues, should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Grade 5 are described in subsection (b) of this section and are identical to the knowledge and skills and student

expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for students of Spanish Language Arts and English as a Second Language. All expectations apply equally to second language learners; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards. The knowledge and skills and/or student expectations that are applicable specifically to students of Spanish Language Arts and/or English as a Second Language are indicated parenthetically by SLA and ESL. The additional grades at which these expectations are demonstrated, at increasingly sophisticated levels, are also indicated by parenthetical notation.

(5) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations for Grade 5 as described in subsection (b) of this section.

(6) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);

(B) eliminate barriers to effective listening (4-8);

(C) understand the major ideas and supporting evidence in spoken messages (4-8); and

(D) distinguish and produce sounds and intonation patterns of English (K-8/ESL).

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4- 8);

(B) identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery (4-5);

(C) distinguish between the speaker's opinion and verifiable fact (4-8); and

(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).

(3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The following expectations

apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);

(B) describe how the language of literature affects the listener (4-5); and

(C) assess how language choice and delivery affect the tone of the message (4-5).

(4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8);

(B) compare oral traditions across regions and cultures (4-8); and

(C) identify how language use such as labels and sayings reflects regions and cultures (4-8).

(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);

(B) demonstrate effective communications skills that reflect demands such as interviewing, reporting, requesting, and providing information (4-8);

(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);

(D) use effective rate, volume, pitch, and tone for the audience and setting (4-8);

(E) give precise directions and instructions such as for games and tasks (4-5);

(F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8); and

(G) employ English content area vocabulary in context (K-8/ESL).

(6) Reading/word identification. The student uses a variety of word identification strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);

(B) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) use structural analysis to identify root words with prefixes such as *dis-*, *non-*, and *in-*; and suffixes such as *-ness*, *-tion*, and *-able* (4-6/ESL); or

(ii) use structural analysis to identify root words with prefixes such as *des-*, *dis-*, *ante-*, *bi-*, and *tri-*; and suffixes such as *-dad*, *-ción*, and *-able* (4- 6/SLA); and

(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).

(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (5);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" 5th grader reads approximately 100 wpm) (5);

(C) demonstrate characteristics of fluent and effective reading (4-6);

(D) adjust reading rate based on purposes for reading (4-8);

(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and

(F) read silently with increasing ease for longer periods (4-8).

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read classic and contemporary works (2-8);

(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and

(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) develop vocabulary by listening to selections read aloud (4-8);

(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);

(C) use multiple reference aids, including a thesaurus, synonym finder, dictionary, and software, to clarify meanings and usage (4-8);

(D) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, and *un-* (4-8/ESL); or

(ii) determine meanings of derivatives by applying knowledge of the meanings of root words such as *feliz*, *razón*, or *entrar* and affixes such as *in-*, *-able*, and *-ada* (4-6/SLA); and

(E) study word meanings systematically such as across curricular content areas and through current events (4-8).

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use his/her own knowledge and experience to comprehend (4-8);

(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);

(C) demonstrate the expectation appropriate for ELA or SLA, as follows:

(i) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, translating, and asking questions (4- 8/ESL); or

(ii) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-6/SLA);

(D) describe mental images that text descriptions evoke (4-8);

(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);

(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);

(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);

(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);

(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);

(J) distinguish fact and opinion in various texts (4-8);

(K) answer different types and levels of questions such as open-ended, literal and interpretative as well as test-like question forms, such as multiple choice, true-false, and short-answer (3-8); and

(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);

(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);

(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here ?" (4-5);

(B) recognize that authors organize information in specific ways (4-5);

(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);

(D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);

(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue and scene across a variety of literary forms (texts) (3-5);

(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);

(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);

(I) recognize and analyze story plot, setting, and problem resolution (4-8); and

(J) describe how the author's perspective or point of view affects the text (4-8).

(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) form and revise questions for investigations, including questions arising from interest and units of study (4-5);

(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);

(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);

(D) interpret and use graphic sources of information such as maps, graphs, time lines, tables, or diagrams to address research questions (4-5);

(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);

(F) produce research projects and reports in effective formats using visuals to support meaning as appropriate (4-5);

(G) draw conclusions from information gathered from multiple sources (4-8); and

(H) use compiled information and knowledge to raise additional, unanswered questions (3-8).

(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) compare text events with his/her own and other readers' experiences (4-8);

(B) determine distinctive and common characteristics of cultures through wide reading (4-8); and

(C) articulate and discuss themes and connections that cross cultures (4-8).

(15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);

(B) write to influence such as to persuade, argue, and request (4-8);

(C) write to inform such as to explain, describe, report, and narrate (4-8);

(D) write to entertain such as to compose humorous poems or short stories (4-8);

(E) exhibit an identifiable voice in personal narratives and in stories (4-5);

(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5); and

(G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8).

(16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write legibly by selecting cursive or manuscript as appropriate (4-8); and

(B) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5/ESL); or

(ii) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing proper nouns, using commas in a series and in direct address, and *guión* (hyphen) and *raya* (for dialogue) (4-6/SLA).

(17) Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) write with accurate spelling of syllable constructions such as closed, open, consonant before *-le*, and syllable boundary patterns (3-6/ESL); or

(ii) write with accurate spelling of syllable constructions such as closed, open, *qu* together, use of *n* before *v*, *m* before *b*, *m* before *p*, change *z* to *c* when adding *-es*, and diphthongs (4-6/SLA);

(B) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) write with accurate spelling of roots such as *drink*, *speak*, *read*, or *happy*, inflections such as those that change tense or number, suffixes such as *-able* or *-less*, and prefixes such as *re-* or *un-* (4-6/ESL); or

(ii) write with accurate spelling of roots such as *razón*, *feliz*, *leer*, or *entrar*, inflections such as those that change tense or number, suffixes such as *-able* or *-mente*, and prefixes such as *re-* or *in-* (4-6/SLA);

(C) use resources to find correct spellings (4-8); and

(D) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) spell accurately in final drafts (4-8/ESL); or

(ii) spell accurately using accents and dieresis marks in final drafts (4-6/SLA).

(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use regular and irregular plurals correctly (4-6);

(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);

(C) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8/ESL); or

(ii) employ standard Spanish usage with increased complexity in writing for audiences, including subject-verb agree-

ment/conjugation, gender and number agreement, and parts of speech (4-6/SLA);

(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);

(E) use prepositional phrases to elaborate written ideas (4-8);

(F) use conjunctions to connect ideas meaningfully (4-5);

(G) write with increasing accuracy when using apostrophes in contractions such as *it's* and possessives such as *Jan's* (4-8/ESL);

(H) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) write with increasing accuracy when using objective case pronouns such as "Can you ride with my mom and me?" (4-5/ESL); or

(ii) write with increasing accuracy when using direct and indirect object pronouns such as "Gloria se las envió a Josefina." (4-6/SLA); and

(I) use verb tenses such as present, preterite, future, present perfect, past perfect, and future perfect appropriately and consistently (4-6/SLA).

(19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8);

(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);

(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);

(D) revise drafts for coherence, progression, and logical support of ideas (4-8);

(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);

(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);

(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);

(H) proofread his/her own writing and that of others (4-8); and

(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).

(20) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The following expectations

apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) apply criteria to evaluate writing (4-8);
- (B) respond in constructive ways to others' writings (4-8);
- (C) evaluate how well his/her own writing achieves its purposes (4-8);
- (D) analyze published examples as models for writing (4-8); and
- (E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8).

(21) Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) frame questions to direct research (4-8);
- (B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);
- (C) take notes from relevant and authoritative sources such as guest speakers, periodicals, or on-line searches (4-8);
- (D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);
- (E) present information in various forms using available technology (4-8); and
- (F) evaluate his/her own research and raise new questions for further investigation (4-8).

(22) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8); and
- (B) correspond with peers or others via e-mail or conventional mail (4-8).

(23) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);
- (B) interpret important events and ideas gleaned from maps, charts, graphics, video segments or technology presentations (4-8); and
- (C) use media to compare ideas and points of view (4-8).

(24) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and

meanings. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings (4-5); and
- (B) compare and contrast print, visual, and electronic media such as film with written story (4-8).

(25) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) select, organize, or produce visuals to complement and extend meanings (4-8); and
- (B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).

(26) Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing expressions (4- 8/ESL);
- (B) use prior knowledge and experiences to understand meanings in English (K-8/ESL);
- (C) monitor oral and written language production and employ self-corrective techniques or other resources (K-8/ESL);
- (D) use strategic learning techniques such as semantic mapping, imagery memorization, reviewing, and contrastive analysis to acquire new vocabulary (4-8/ESL);
- (E) use learning strategies such as circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English (K-8/ESL);
- (F) make connections across content areas and use and reuse language and concepts in different ways (K-8/ESL) and
- (G) use accessible language and learn new and essential language in the process (K- 8/ESL).

(27) Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes such as taking notes (4-8/ESL);

(B) understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (K-8/ESL);

(C) recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL);

(D) listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas (K-8/ESL);

(E) analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL); and

(F) infer meaning by making associations of utterances with actions, visuals, and the context of the situation (4-8/ESL).

(28) Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time (K-8/ESL);

(B) share prior knowledge with peers and others to facilitate communication and to foster respect for others (K-8/ESL);

(C) ask and give information such as directions and address as well as name, age, and nationality (K-8/ESL);

(D) initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (4-8/ESL);

(E) express ideas and feelings such as gratitude, needs, opinions, and greetings (K-8/ESL);

(F) arrange phrases, clauses, and sentences into correct and meaningful patterns (K-8/ESL);

(G) produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL); and

(H) describe the immediate surroundings such as classroom, school, or home (K-8/ESL).

(29) Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) learn sound/symbol relationships as they apply to the phonological system of English (K-8/ESL);

(B) recognize directionality of English reading such as left to right and top to bottom (K-8/ESL);

(C) read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL);

(D) participate in shared reading (K-8/ESL);

(E) develop basic sight vocabulary (K-8/ESL);

(F) use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes (K-8/ESL);

(G) read silently with increasing ease for longer periods (K-8/ESL);

(H) use print from the environment to derive meaning (K-8/ESL);

(I) use graphic organizers as pre-reading activities to prepare for reading text (K-8/ESL);

(J) use verbal cueing strategies such as pauses and exaggerated intonation for key words and non-verbal cueing strategies such as facial expressions and gestures to enhance the reading experience (4-8/ESL); and

(K) retell, role-play, and/or visually illustrate the order of events (4-8/ESL).

(30) Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points (4-8/ESL);

(B) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (2-8/ESL);

(C) write with more proficient use of orthographic patterns and rules such as *qu* together, consonant doubling, dropping final *e*, and changing *y* to *i* (2-8/ESL);

(D) edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses in final drafts (2-8/ESL);

(E) employ increasingly complex grammatical structures in writing, as follows:

(i) demonstrate knowledge of verbs, tenses, and auxiliaries, *wh-* words, and pronouns/antecedents (2-8/ESL);

(ii) demonstrate knowledge of nominative, objective, and possessive case (2-8/ESL);

(iii) demonstrate knowledge of parts of speech (2-8/ESL); and

(iv) demonstrate knowledge of negatives and contractions (2-8/ESL);

(F) construct correct sentences, including a variety of sentence types and styles (2-8/ESL);

(G) combine multiple sentences into a unified sentence (2-8/ESL); and

(H) develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (2-8/ESL).

(31) Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) describe how illustrations support written texts or tell a story (4-8/ESL);

(B) tell important events and ideas gleaned from video segments, graphic art, or technology presentations (4-8/ESL);

(C) respond to media such as film print and technological presentations by explaining likes, dislikes, and supporting opinions with examples (4-8/ESL);

(D) distinguish the purposes of various media forms such as information, entertainment, and persuasion (4-8/ESL);

(E) produce visuals for his/her own messages, stories, and other kinds of communication (4-8/ESL);

(F) explore and describe how color, shape, and line influence the message (4-8/ESL); and

(G) produce communications using technology or appropriate media (4-8/ESL).

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Subchapter B. Middle School

19 TAC §§128.21-128.26

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the required curriculum, and §28.005 and §29.051, which establishes bilingual education and special language programs in the public schools to ensure students' reasonable proficiency in the English language and ability to achieve academic success.

§128.21. Implementation of Texas Essential Knowledge and Skills for English as a Second Language, Middle School.

The provisions of this subchapter shall be implemented by school districts beginning September 1, 1998, and at that time shall supersede

§75.25(c) of this title (relating to English as Second Language) and §75.52 of this title (relating to English as a Second Language).

§128.22. Spanish Language Arts (SLA) and English as a Second Language (ESL), Grade 6.

(a) Introduction.

(1) In Grade 6, students master previously learned skills in increasingly complex presentations, reading selections, and written compositions. Sixth grade students take notes during oral presentations and organize and summarize spoken messages. Students evaluate their own oral presentations. Sixth grade students read widely in classic and contemporary selections and informational texts. Students are able to understand idioms, multi-meaning words, and analogies in text. Students can distinguish denotative and connotative meanings of words and use word origins as an aid to understand historical influences on word meanings. Students use study strategies to learn and recall important ideas. Students recognize literary devices such as flashback, foreshadowing, and symbolism. Sixth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use more complex punctuation such as hyphens, semicolons, and possessives. Sixth grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Students search out multiple texts to complete research reports and projects. Sixth grade students evaluate the purposes and effects of film, print, and technology presentations. Students assess how language, medium, and presentation contribute to meaning.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these

components is possible and is affected by opportunities for interaction in and outside of school.

(A) Beginning ESOL students associate utterances with meanings as they make inferences based on actions, visuals, text, tone of voice, and inflections. Receptive language with some comprehension is acquired earlier than oral production. Beginning ESOL students produce spoken English with increasing accuracy and fluency to convey appropriate meaning. They read English using graphophonic cues, syntax, visuals, the context of the text, and their prior knowledge of language and structure of text.

(B) Intermediate ESOL students use the listening process to improve comprehension and oral skills in English. Through listening and speaking in meaningful interactions, they clarify, distinguish, and evaluate ideas and responses in a variety of situations. Intermediate ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate ESOL students read English using and applying developmental vocabulary to increase comprehension and produce written text to address a variety of audiences and purposes.

(C) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(D) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs, as well as acculturation issues, should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Grade 6 are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for students of Spanish Language Arts and English as a Second Language. All expectations apply equally to second language learners; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards. The knowledge and skills and/or student expectations that are applicable specifically to students of Spanish Language Arts and/or English as a Second Language are indicated parenthetically by SLA and ESL. The additional grades at which these expectations are demonstrated, at increasingly sophisticated levels, are also indicated by parenthetical notation.

(5) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essen-

tial knowledge and skills as well as the student expectations at Grade 6 as described in subsection (b) of this section.

(6) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);

(B) eliminate barriers to effective listening (4-8);

(C) understand the major ideas and supporting evidence in spoken messages (4-8);

(D) listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8); and

(E) distinguish and produce sounds and intonation patterns of English (K-8/ESL).

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);

(B) identify and analyze a speaker's persuasive techniques such as selling, convincing, and using propaganda (6);

(C) distinguish between the speaker's opinion and verifiable fact (4-8);

(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8);

(E) compare his/her own perception of a spoken message with the perception of others (6-8); and

(F) evaluate a spoken message in terms of its content, credibility, and delivery (6-8).

(3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);

(B) analyze oral interpretations of literature for effects on the listener (6-8); and

(C) analyze the use of aesthetic language for its effects (6-8).

(4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening (4-8);

(B) compare oral traditions across regions and cultures (4-8); and

(C) identify how language use such as labels and sayings reflects regions and cultures (4-8).

(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);

(B) demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8);

(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);

(D) generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8);

(E) use effective rate, volume, pitch, and tone for the audience and setting (4-8);

(F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8); and

(G) employ English content area vocabulary in context (K-8/ESL).

(6) Reading/word identification. The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);

(B) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) use structural analysis to identify root words with prefixes such as *dis-*, *non-*, *in-*, and suffixes such as *-ness*, *-tion*, and *-able* (4-6/ESL); or

(ii) use structural analysis to identify root words with prefixes such as *des-*, *dis-*, *ante-*, *bi-*, and *tri-*, and suffixes such as *-dad*, *-ción*, and *-able* (4-6/SLA); and

(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).

(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following

expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (6);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (6);

(C) demonstrate characteristics of fluent and effective readers (4-6);

(D) adjust reading rate based on purposes for reading (4-8);

(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and

(F) read silently with increasing ease for longer periods (4-8).

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read classic and contemporary works (2-8);

(B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8);

(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8); and

(D) read to take action such as to complete forms, to make informed recommendations, and to write a response (6-8).

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) develop vocabulary by listening to selections read aloud (4-8);

(B) draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8);

(C) use multiple reference aids, including a thesaurus, a synonym finder, dictionary, and software, to clarify meanings and usage (4-8);

(D) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, or *un-* (4-8/ESL); or

(ii) determine meanings of derivatives by applying knowledge of the meanings of root words such as *feliz*, *razón*, or *entrar* and affixes such as *in-*, *-able*, or *-ada* (4-6/SLA);

(E) study word meanings systematically such as across curricular content areas and through current events (4-8);

(F) distinguish denotative and connotative meanings (6-8); and

(G) use word origins as an aid to understanding historical influences on English word meanings (6-8).

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use his/her own knowledge and experience to comprehend (4-8);

(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);

(C) demonstrate the expectation appropriate for ELA or SLA, as follows:

(i) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, translating, and asking questions (4- 8/ESL); or

(ii) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-6/SLA);

(D) describe mental images that text descriptions evoke (4-8);

(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);

(F) determine a text's main (or major ideas) and how those ideas are supported with details (4-8);

(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);

(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);

(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);

(J) distinguish fact and opinion in various texts (4-8);

(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (3-8);

(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8); and

(M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);

(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);

(C) support responses by referring to relevant aspects of text and his/her own experiences (4- 8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);

(B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);

(C) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(D) understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts) (6-7);

(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);

(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);

(G) recognize and analyze story plot, setting, and problem resolution (4-8);

(H) describe how the author's perspective or point of view affects the text (4-8);

(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8);

(J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8); and

(K) recognize how style, tone, and mood contribute to the effect of the text (6-8).

(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8);

(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);

(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);

(D) interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (4-8);

(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);

(F) produce research projects and reports in effective formats for various audiences (6-8);

(G) draw conclusions from information gathered from multiple sources (4-8);

(H) use compiled information and knowledge to raise additional, unanswered questions (3-8); and

(I) present organized statements, reports, and speeches using visuals or media to support meaning, as appropriate (6-8).

(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) compare text events with his/her own and other readers' experiences (4-8);

(B) determine distinctive and common characteristics of cultures through wide reading (4-8); and

(C) articulate and discuss themes and connections that cross cultures (4-8).

(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);

(B) write to influence such as to persuade, argue, and request (4-8);

(C) write to inform such as to explain, describe, report, and narrate (4-8);

(D) write to entertain such as to compose humorous poems or short stories (4-8);

(E) select and use voice and style appropriate to audience and purpose (6-8);

(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions (6);

(G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8); and

(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).

(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the con-

ventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write legibly by selecting cursive or manuscript as appropriate (4-8);

(B) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8/ESL); or

(ii) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing proper nouns, using commas in a series and in direct address, and *guión* (hyphen) and *raya* (for dialogue) (4-6/SLA);

(C) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) write with accurate spelling of syllable constructions, including closed, open, consonant before *-le*, and syllable boundary patterns (3- 6/ESL); or

(ii) write with accurate spelling of syllable constructions, including closed, open, *qu* together, use of *n* before *v*, *m* before *b*, *m* before *p*, change *z* to *c* when adding *-es*, diphthongs (4-6/SLA);

(D) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) write with accurate spelling of roots such as *drink*, *speak*, *read*, or *happy*, inflections such as those that change tense or number, suffixes such as *-able* or *-less*, and prefixes such as *re-* or *un-* (4-8/ESL); or

(ii) write with accurate spelling of roots such as *razón*, *feliz*, *leer*, or *entrar*, inflections such as those that change tense and number, suffixes such as *-able* or *-mente*, and prefixes such as *re-* or *in-* (4-6/SLA);

(E) use resources to find correct spellings (4-8);

(F) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) spell accurately in final drafts (4-8/ESL); or

(ii) spell accurately using accents and dieresis marks in final drafts (4-6/SLA); and

(G) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) understand the influence of other languages and cultures on the spelling of English words (6-8/ESL); or

(ii) understand the influence of other languages and cultures on the spelling of Spanish words (6/SLA).

(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use regular and irregular plurals correctly (4-6);
(B) write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses (6);

(C) use conjunctions to connect ideas meaningfully (4-8);

(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);

(E) use prepositional phrases to elaborate written ideas (4-8);

(F) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8/ESL); or

(ii) employ standard Spanish usage with increased complexity in writing for audiences, including subject-verb agreement/conjugation, gender and number agreement, and parts of speech (4-6/SLA);

(G) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8/ESL); or

(ii) use verb tenses appropriately and consistently such as present, imperfect, preterite, future, conditional, present and past subjunctive and compound tenses (6/SLA);

(H) write with increasing accuracy when using apostrophes in contractions such as *doesn't* and possessives such as *Maria's* (4-8/ESL); and

(I) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) write with increasing accuracy when using pronoun case such as "He and they joined him." (6-8/ESL); or

(ii) write with increasing accuracy when using pronouns, including demonstrative pronouns such as "*Aquel es el mejor.*" (4-6/SLA).

(18) Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8);

(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);

(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);

(D) revise drafts for coherence, progression, and logical support of ideas (4-8);

(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);

(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);

(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);

(H) proofread his/her own writing and that of others (4-8); and

(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).

(19) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) apply criteria to evaluate writing (4-8);

(B) respond in constructive ways to others' writings (4-8);

(C) evaluate how well his/her own writing achieves its purposes (4-8);

(D) analyze published examples as models for writing (4-8); and

(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8).

(20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) frame questions to direct research (4-8);

(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);

(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);

(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);

(E) present information in various forms using available technology (4-8);

(F) evaluate his/her own research and raise new questions for further investigation (4-8); and

(G) follow accepted formats for writing research, including documenting sources (6-8).

(21) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8); and

(B) correspond with peers or others via e-mail or conventional mail (4-8).

(22) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);

(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8); and

(C) use media to compare ideas and points of view (4-8).

(23) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8);

(B) compare and contrast print, visual, and electronic media such as film with written story (4-8);

(C) evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8); and

(D) evaluate how different media forms influence and inform (6-8).

(24) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) select, organize, or produce visuals to complement and extend meanings (4-8);

(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8); and

(C) assess how language, medium, and presentation contribute to the message (6-8).

(25) Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) develop and expand repertoire of learning strategies such as to reason inductively or deductively and to look for patterns in language (4-8/ESL);

(B) use prior knowledge and experiences to understand meanings in English (K-8/ESL);

(C) monitor oral and written language production and employ self-corrective techniques or other resources (K-8/ESL);

(D) use strategic learning techniques such as semantic mapping, imagery memorization, reviewing, and contrastive analysis to acquire new vocabulary (4-8/ESL);

(E) use learning strategies such as circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English (K-8/ESL);

(F) make connections across content areas and use and reuse language and concepts in different ways (4-8/ESL); and

(G) use accessible language and learn new and essential language in the process (4-8/ESL).

(26) Second language acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes such as taking notes (4-8/ESL);

(B) understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (K-8/ESL);

(C) recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL);

(D) listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas (K-8/ESL);

(E) analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL); and

(F) infer meaning by making associations of utterances with actions, visuals, and the context of the situation (4-8/ESL).

(27) Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time (K-8/ESL);

(B) share prior knowledge with peers and others to facilitate communication and to foster respect for others (K-8/ESL);

(C) ask and give information such as directions and address as well as name, age, and nationality (K-8/ESL);

(D) initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (4-8/ESL);

(E) express ideas and feelings such as gratitude, needs, opinions, and greetings (K- 8/ESL);

(F) arrange phrases, clauses, and sentences into correct and meaningful patterns (K- 8/ESL);

(G) produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL); and

(H) describe the immediate surroundings such as classroom, school, or home (K-8/ESL).

(28) Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) learn sound/symbol relationships as they apply to the phonological system of English (K-8/ESL);

(B) recognize directionality of English reading such as left to right and top to bottom (K-8/ESL);

(C) read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL);

(D) participate in shared reading (K-8/ESL);

(E) develop basic sight vocabulary (K-8/ESL);

(F) use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes (K-8/ESL);

(G) read silently with increasing ease for longer periods (K-8/ESL);

(H) use print from the environment to derive meaning (K-8/ESL);

(I) use graphic organizers as pre-reading activities to prepare for reading text (K- 8/ESL);

(J) use verbal cueing strategies such as pauses and exaggerated intonation for key words and non-verbal cueing strategies such as facial expressions and gestures to enhance the reading experience (4-8/ESL); and

(K) retell, role-play, and/or visually illustrate the order of events (4-8/ESL).

(29) Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points (4-8/ESL);

(B) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (2-8/ESL);

(C) write with more proficient use of orthographic patterns and rules such as *qu* together, consonant doubling, dropping final *e*, and changing *y* to *i* (2-8/ESL);

(D) edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses in final drafts (2- 8/ESL);

(E) employ increasingly complex grammatical structures in writing, as follows:

(i) demonstrate knowledge of verbs, tenses, and auxiliaries, *wh-* words, and pronouns/antecedents (2-8/ESL);

(ii) demonstrate knowledge of nominative, objective, and possessive case (2- 8/ESL);

(iii) demonstrate knowledge of parts of speech (2-8/ESL); and

(iv) demonstrate knowledge of negatives and contractions (2-8/ESL);

(F) construct correct sentences, including a variety of sentence types and styles (2- 8/ESL);

(G) combine multiple sentences into a unified sentence (2-8/ESL); and

(H) develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (2-8/ESL).

(30) Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) describe how illustrations support written texts or tell a story (4-8/ESL);

(B) tell important events and ideas gleaned from video segments, graphic art, or technology presentations (4-8/ESL);

(C) respond to media such as film, print, and technological presentations by explaining likes, dislikes, and supporting opinions with examples (4-8/ESL);

(D) distinguish the purposes of various media forms such as information, entertainment, and persuasion (4-8/ESL);

(E) produce visuals for his/her own messages, stories, and other kinds of communication (4-8/ESL);

(F) explore and describe how color, shape, and line influence the message (4-8/ESL); and

(G) produce communications using technology or appropriate media (4-8/ESL).

§128.23. English as a Second Language (ESL), Grade 7.

(a) Introduction.

(1) In Grade 7, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions. Seventh grade students analyze a speaker's persuasive techniques and credibility. Students evaluate a spoken message in terms of its content, credibility, and

delivery. Seventh grade students continue to read widely in classic and contemporary selections and informational texts. Students use knowledge of Greek and Latin roots and prefixes and suffixes in reading. Students recognize how style, tone, and mood contribute to the effect of the text. Seventh grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive. Seventh grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Seventh grade students draw data from multiple primary and secondary sources for use in research reports and projects.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Beginning ESOL students associate utterances with meanings as they make inferences based on actions, visuals, text, tone of voice, and inflections. Receptive language with some comprehension is acquired earlier than oral production. Beginning ESOL students produce spoken English with increasing accuracy and fluency to convey appropriate meaning. They read English using graphophonic cues, syntax, visuals, the context of the text, and their prior knowledge of language and structure of text.

(B) Intermediate ESOL students use the listening process to improve comprehension and oral skills in English. Through listening and speaking in meaningful interactions, they clarify, distinguish, and evaluate ideas and responses in a variety of situations. Intermediate ESOL students participate successfully in

academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate ESOL students read English using and applying developmental vocabulary to increase comprehension and produce written text to address a variety of audiences and purposes.

(C) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(D) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs, as well as acculturation issues, should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Grade 7 are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for students of English as a Second Language. All expectations apply equally to second language learners; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards. The knowledge and skills and/or student expectations that are applicable specifically to students of English as a Second Language are indicated parenthetically by ESL. The additional grades at which these expectations are demonstrated, at increasingly sophisticated levels, are also indicated by parenthetical notation.

(5) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations at Grade 7 as described in subsection (b) of this section.

(6) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);

(B) eliminate barriers to effective listening (4-8);

(C) understand the major ideas and supporting evidence in spoken messages (4-8);

(D) listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8); and

(E) distinguish and produce sounds and intonation patterns of English (K-8/ESL).

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);

(B) analyze a speaker's persuasive techniques and credibility (7-8);

(C) distinguish between the speaker's opinion and verifiable fact (4-8);

(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8);

(E) compare his/her own perception of a spoken message with the perception of others (6-8); and

(F) evaluate a spoken message in terms of its content, credibility, and delivery (6-8).

(3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);

(B) analyze oral interpretations of literature for effects on the listener (6-8); and

(C) analyze the use of aesthetic language for its effects (6-8).

(4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of culture. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8);

(B) compare oral traditions across regions and cultures (4-8); and

(C) identify how language use such as labels and sayings reflects regions and cultures (4-8).

(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second

language learner at his/her level of proficiency in English. The student is expected to:

(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);

(B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8);

(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);

(D) generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8);

(E) use effective rate, volume, pitch, and tone for the audience and setting (4-8);

(F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8); and

(G) employ English content area vocabulary in context (K-8/ESL).

(6) Reading/word identification. The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);

(B) use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8); and

(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).

(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (7);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (7);

(C) adjust reading rate based on purposes for reading (4-8);

(D) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and

(E) read silently with increasing ease for longer periods (4-8).

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read classic and contemporary works (2-8);

(B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8);

(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8); and

(D) read to take action such as to complete forms, make informed recommendations, and write a response (6-8).

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) develop vocabulary by listening to selections read aloud (4-8);

(B) draw on experiences to bring meanings to words in context such as interpreting figurative language idioms, multiple-meaning words, and analogies (6-8);

(C) use multiple reference aids, including a thesaurus, synonym finder, dictionary, and software, to clarify meaning and usage (4-8);

(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, or *un-* (4-8);

(E) study word meanings systematically such as across curricular content areas and through current events (4-8);

(F) distinguish denotative and connotative meanings (6-8); and

(G) use word origins as an aid to understanding historical influences on English word meanings (6-8).

(10) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use his/her own knowledge and experience to comprehend (4-8);

(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);

(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);

(D) describe mental images that text descriptions evoke (4-8);

(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);

(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);

(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);

(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);

(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);

(J) distinguish fact and opinion in various texts (4-8);

(K) answer different types and levels of questions such as open-ended, literal, and interpretive as well as test-like questions such as multiple choice, true-false, and short answer (3-8);

(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8); and

(M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);

(B) interpret text ideas through such varied means journal writing, discussion, enactment, and media (4-8);

(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);

(B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);

(C) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(D) understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts) (6-7);

(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);

(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);

(G) recognize and analyze story plot, setting, and problem resolution (4-8);

(H) describe how the author's perspective or point of view affects the text (4-8);

(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8);

(J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8); and

(K) recognize how style, tone, and mood contribute to the effect of the text (6-8).

(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8);

(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);

(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);

(D) interpret and use graphic sources of information such as maps, graphs, timelines or tables to address research questions (4-8);

(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);

(F) produce research projects and reports in effective formats for various audiences (6-8);

(G) draw conclusions from information gathered from multiple sources (4-8);

(H) use compiled information and knowledge to raise additional, unanswered questions (3-8); and

(I) present organized statements, reports, and speeches using visuals or media to support meaning (6-8).

(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) compare text events with his/her own and other readers' experiences (4-8);

(B) determine distinctive and common characteristics of cultures through wide reading (4-8); and

(C) articulate and discuss themes and connections that cross cultures (4-8).

(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);

(B) write to influence such as to persuade, argue, and request (4-8);

(C) write to inform such as to explain, describe, report, and narrate (4-8);

(D) write to entertain such as to compose humorous poems or short stories (4-8);

(E) select and use voice and style appropriate to audience and purpose (6-8);

(F) choose the appropriate form for his/her own purpose for writing such as journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions (7-8);

(G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8); and

(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).

(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write legibly by selecting cursive or manuscript as appropriate (4-8);

(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8);

(C) spell derivatives correctly by applying the spellings of bases and affixes (7-8);

(D) spell frequently misspelled words correctly such as *their*, *they're*, and *there* (7-8);

(E) use resources to find correct spellings (4-8);

(F) spell accurately in final drafts (4-8); and

(G) understand the influence of other languages and cultures on the spelling of English words (6-8).

(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7-8);

(B) use conjunctions to connect ideas meaningfully (4-8);

(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);

(D) use adjectives (comparatives and superlatives forms) and adverbs appropriately to make writing vivid or precise (4-8);

(E) use prepositional phrases to elaborate written ideas (4-8);

(F) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8);

(G) write with increasing accuracy when using apostrophes in contractions such as *won't* and possessives such as *Smith's* (4-8); and

(H) write with increasing accuracy when using pronoun case such as "She had the party." (6-8).

(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8);

(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);

(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);

(D) revise drafts for coherence, progression, and logical support of ideas (4-8);

(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);

(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);

(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);

(H) proofread his/her own writing and that of others (4-8); and

(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).

(19) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) apply criteria to evaluate writing (4-8);

(B) respond in constructive ways to others' writings (4-8);

(C) evaluate how well his/her own writing achieves its purposes (4-8);

(D) analyze published examples as models for writing (4-8); and

(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8).

(20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) frame questions to direct research (4-8);

(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);

(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);

(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);

(E) present information in various forms using available technology (4-8);

(F) evaluate his/her own research and frame new questions for further investigation (4-8); and

(G) follow accepted formats for writing research, including documenting sources (6-8).

(21) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8);

(B) correspond with peers or others via e-mail or conventional mail (4-8); and

(C) identify challenges faced by published authors and strategies they use to compose various types of text (7-8).

(22) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);

(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8); and

(C) use media to compare ideas and points of view (4-8).

(23) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8);

(B) compare and contrast print, visual, and electronic media such as film with written story (4-8);

(C) evaluate the purposes and effects of various media such as film, print, and technology presentations (6-8); and

(D) evaluate how different media forms influence and inform (6-8).

(24) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) select, organize, or produce visuals to complement and extend meanings (4-8);

(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8); and

(C) assess how language, medium, and presentation contribute to the message (6-8).

(25) Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) develop and expand repertoire of learning strategies such as to reason inductively or deductively and to look for patterns in language (4-8/ESL);

(B) use prior knowledge and experiences to understand meanings in English (K-8/ESL);

(C) monitor oral and written language production and employ self-corrective techniques or other resources (K-8/ESL);

(D) use strategic learning techniques such as semantic mapping, imagery memorization, reviewing, and contrastive analysis to acquire new vocabulary (4-8/ESL);

(E) use learning strategies such as circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English (K-8/ESL);

(F) make connections across content areas and use and reuse language and concepts in different ways (4-8/ESL); and

(G) use accessible language and learn new and essential language in the process (4-8/ESL).

(26) Second language acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes such as taking notes (4-8/ESL);

(B) understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (K-8/ESL);

(C) recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL);

(D) listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas (K-8/ESL);

(E) analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL); and

(F) infer meaning by making associations of utterances with actions, visuals, and the context of the situation (4-8/ESL).

(27) Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time (K-8/ESL);

(B) share prior knowledge with peers and others to facilitate communication and to foster respect for others (K-8/ESL);

(C) ask and give information such as directions and address as well as name, age, and nationality (K-8/ESL);

(D) initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (4-8/ESL);

(E) express ideas and feelings such as gratitude, needs, opinions, and greetings (K-8/ESL);

(F) arrange phrases, clauses, and sentences into correct and meaningful patterns (K-8/ESL);

(G) produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL); and

(H) describe the immediate surroundings such as classroom, school, or home (K-8/ESL).

(28) Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) learn sound/symbol relationships as they apply to the phonological system of English (K-8/ESL);

(B) recognize directionality of English reading such as left to right and top to bottom (K-8/ESL);

(C) read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL);

(D) participate in shared reading (K-8/ESL);

(E) develop basic sight vocabulary (K-8/ESL);

(F) use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes (K-8/ESL);

(G) read silently with increasing ease for longer periods (K-8/ESL);

(H) use print from the environment to derive meaning (K-8/ESL);

(I) use graphic organizers as pre-reading activities to prepare for reading text (K- 8/ESL);

(J) use verbal cueing strategies such as pauses and exaggerated intonation for key words and non-verbal cueing strategies such as facial expressions and gestures to enhance the reading experience (4-8/ESL); and

(K) retell, role-play, and/or visually illustrate the order of events (4-8/ESL).

(29) Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use basic capitalization and punctuation such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points (4-8/ESL);

(B) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (2-8/ESL);

(C) write with more proficient use of orthographic patterns and rules such as *qu* together, consonant doubling, dropping final *e*, and changing *y* to *i* (2-8/ESL);

(D) edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses in final drafts (2- 8/ESL);

(E) employ increasingly complex grammatical structures in writing, as follows:

(i) demonstrate knowledge of verbs, tenses, and auxiliaries, *wh*- words, and pronouns/antecedents (2-8/ESL);

(ii) demonstrate knowledge of nominative, objective, and possessive case (2- 8/ESL);

(iii) demonstrate knowledge of parts of speech (2- 8/ESL); and

(iv) demonstrate knowledge of negatives and contractions (2-8/ESL);

(F) construct correct sentences, including a variety of sentence types and styles (2- 8/ESL);

(G) combine multiple sentences into a unified sentence (2-8/ESL); and

(H) develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (2-8/ESL).

(30) Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) describe how illustrations support written texts or tell a story (4-8/ESL);

(B) tell important events and ideas gleaned from video segments, graphic art, or technology presentations (4-8/ESL);

(C) respond to media such as film, print, and technological presentations by explaining likes, dislikes, and supporting opinions with examples (4-8/ESL);

(D) distinguish the purposes of various media forms such as information, entertainment, and persuasion (4-8/ESL);

(E) produce visuals for his/her own messages, stories, and other kinds of communication (4-8/ESL);

(F) explore and describe how color, shape, and line influence the message (4-8/ESL); and

(G) produce communications using technology or appropriate media (4-8/ESL).

§128.24. *English as a Second Language (ESL), Grade 8.*

(a) Introduction.

(1) In Grade 8, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and writing. Eighth grade students continue to read widely in classic and contemporary selections and informational texts. Students are able to identify characteristics of various literary forms. Eighth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students produce multi-paragraph compositions with varied sentence structure. Eighth grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Students use citations competently and write by following accepted formats for research reports. Eighth grade students present oral and written reports, including presentations strengthened by visuals and media.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order

thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Beginning ESOL students associate utterances with meanings as they make inferences based on actions, visuals, text, tone of voice, and inflections. Receptive language with some comprehension is acquired earlier than oral production. Beginning ESOL students produce spoken English with increasing accuracy and fluency to convey appropriate meaning. They read English using graphophonic cues, syntax, visuals, the context of the text, and their prior knowledge of language and structure of text.

(B) Intermediate ESOL students use the listening process to improve comprehension and oral skills in English. Through listening and speaking in meaningful interactions, they clarify, distinguish, and evaluate ideas and responses in a variety of situations. Intermediate ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate ESOL students read English using and applying developmental vocabulary to increase comprehension and produce written text to address a variety of audiences and purposes.

(C) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(D) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs, as well as acculturation issues, should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Grade 8 are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for students of English as a Second Language. All expectations apply equally to second language learners; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable

students to meet these standards. The knowledge and skills and/or student expectations that are applicable specifically to students of English as a Second Language are indicated parenthetically by ESL. The additional grades at which these expectations are demonstrated, at increasingly sophisticated levels, are also indicated by parenthetical notation.

(5) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations at Grade 8 as described in subsection (b) of this section.

(6) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);

(B) eliminate barriers to effective listening (4-8);

(C) understand the major ideas and supporting evidence in spoken messages (4-8);

(D) listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8); and

(E) distinguish and produce sounds and intonation patterns of English (K-8/ESL).

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4- 8);

(B) analyze a speaker's persuasive techniques and credibility (7-8);

(C) distinguish between the speaker's opinion and verifiable fact (4-8);

(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8);

(E) compare his/her own perception of a spoken message with the perception of others (6-8); and

(F) evaluate a spoken message in terms of its content, credibility, and delivery (6-8).

(3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The following expectations

apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);

(B) analyze oral interpretations of literature for effects on the listener (6-8); and

(C) analyze the use of aesthetic language for its effects (6-8).

(4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8);

(B) compare oral traditions across regions and cultures (4-8); and

(C) identify how language use such as labels and sayings reflects regions and cultures (4-8).

(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);

(B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8);

(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);

(D) generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8);

(E) use effective rate, volume, pitch, and tone for the audience and setting (4-8);

(F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8); and

(G) employ English content area vocabulary in context (K-8/ESL).

(6) Reading/word identification. The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);

(B) use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8); and

(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).

(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read regularly in independent-level materials (texts in which approximately no more than 1 in 20 words is difficult for the reader) (8);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (8);

(C) adjust reading rate based on purposes for reading (4-8);

(D) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and

(E) read silently with increasing ease for longer periods (4-8).

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read classic and contemporary works (2-8);

(B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8);

(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8); and

(D) read to take action such as to complete forms, to make informed recommendations, and write a response (6-8).

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) develop vocabulary by listening to selections read aloud (4-8);

(B) draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8);

(C) use multiple reference aids, including a thesaurus, synonym finder, dictionary, and software, to clarify meanings and usage (4-8);

(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, or *un-* (4-8);

(E) study word meanings systematically such as across curricular content areas and through current events (4-8);

(F) distinguish denotative and connotative meanings (6-8); and

(G) use word origins as an aid to understanding historical influences on English word meanings (6-8).

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use his/her own knowledge and experience to comprehend (4-8);

(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);

(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);

(D) describe mental images that text descriptions evoke (4-8);

(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);

(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);

(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);

(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);

(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);

(J) distinguish fact and opinion in various texts (4-8);

(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (3-8);

(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8); and

(M) use study strategies to learn and recall important ideas from texts such as preview, question, rehearse, and record (6-8).

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);

(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);

(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).

(12) Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);

(B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);

(C) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(D) understand and identify literary terms such as playwright, theater, stage, act, dialogue, dialect, analogy, and scene across a variety of literary forms (texts) (8);

(E) understand literary forms by recognizing and distinguishing among such types of text as myths, fables, tall tales, limericks, plays, biographies, autobiographies, tragedy, and comedy (8);

(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);

(G) recognize and analyze story plot, setting, and problem resolution (4-8);

(H) describe how the author's perspective or point of view affects the text (4-8);

(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8);

(J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8); and

(K) recognize how style, tone, and mood contribute to the effect of the text (6-8).

(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8);

(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);

(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);

(D) interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (4-8);

(E) summarize record and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);

(F) produce research projects and reports in effective formats for various audiences (6-8);

(G) draw conclusions from information gathered from multiple sources (4-8);

(H) use compiled information and knowledge to raise additional, unanswered questions (3-8); and

(I) present organized statements, reports, and speeches using visuals or media to support meaning (6-8).

(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) compare text events with his/her own and other readers' experiences (4-8);

(B) determine distinctive and common characteristics of cultures through wide reading (4-8); and

(C) articulate and discuss themes and connections that cross cultures (4-8).

(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);

(B) write to influence such as to persuade, argue, and request (4-8);

(C) write to inform such as to explain, describe, report, and narrate (4-8);

(D) write to entertain such as to compose humorous poems or short stories (4-8);

(E) select and use voice and style appropriate to audience and purpose (6-8);

(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions (7-8);

(G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8); and

(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).

(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write legibly by selecting cursive or manuscript as appropriate (4-8);

(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8);

(C) spell derivatives correctly by applying the spellings of bases and affixes (7-8);

(D) spell frequently misspelled words correctly such as *their*, *they're*, and *there* (7-8);

(E) use resources to find correct spellings (4-8);

(F) spell accurately in final drafts (4-8); and

(G) understand the influence of other languages and cultures on the spelling of English words (6-8).

(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7-8);

(B) use conjunctions to connect ideas meaningfully (4-8);

(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);

(D) use adjectives (comparatives and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);

(E) use prepositional phrases to elaborate written ideas (4-8);

(F) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8);

(G) write with increasing accuracy when using apostrophes in contractions such as *doesn't* and possessives such as *Texas's* (4-8); and

(H) write with increasing accuracy when using pronoun case such as "She stepped between them and us." (6-8).

(18) Writing/processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8);

(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);

(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);

(D) revise drafts for coherence, progression, and logical support of ideas (4-8);

(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);

(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);

(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);

(H) proofread his/her own writing and that of others (4-8); and

(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).

(19) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) apply criteria to evaluate writing (4-8);

(B) respond in constructive ways to others' writings (4-8);

(C) evaluate how well his/her own writing achieves its purposes (4-8);

(D) analyze published examples as models for writing (4-8); and

(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8).

(20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) frame questions to direct research (4-8);

(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);

(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);

(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);

(E) present information in various forms using available technology (4-8);

(F) evaluate his/her own research and frame new questions for further investigation (4-8); and

(G) follow accepted formats for writing research, including documenting sources (6-8).

(21) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8);

(B) correspond with peers or others via e-mail or conventional mail (4-8); and

(C) identify challenges faced by published authors and strategies they use to compose various types of text (7-8).

(22) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);

(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8); and

(C) use media to compare ideas and points of view (4-8).

(23) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8);

(B) compare and contrast print, visual, and electronic media such as film with written story (4-8);

(C) evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8); and

(D) evaluate how different media forms influence and inform (6-8).

(24) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) select, organize, or produce visuals to complement and extend meanings (4-8);

(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8); and

(C) assess how language, medium, and presentation contribute to the message (6-8).

(25) Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) develop and expand repertoire of learning strategies such as to reason inductively or deductively and to look for patterns in language (4-8/ESL);

(B) use prior knowledge and experiences to understand meanings in English (K-8/ESL);

(C) monitor oral and written language production and employ self-corrective techniques or other resources (K-8/ESL);

(D) use strategic learning techniques such as semantic mapping, imagery memorization, reviewing, and contrastive analysis to acquire new vocabulary (4-8/ESL);

(E) use learning strategies such as circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English (K-8/ESL);

(F) make connections across content areas and use and reuse language and concepts in different ways (4-8/ESL); and

(G) use accessible language and learn new and essential language in the process (4-8/ESL).

(26) Second language acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes such as taking notes (4-8/ESL);

(B) understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (K-8/ESL);

(C) recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL);

(D) listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas (K-8/ESL);

(E) analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL); and

(F) infer meaning by making associations of utterances with actions, visuals, and the context of the situation (4-8/ESL).

(27) Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time (K-8/ESL);

(B) share prior knowledge with peers and others to facilitate communication and to foster respect for others (K-8/ESL);

(C) ask and give information such as directions and address as well as name, age, and nationality (K-8/ESL);

(D) initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (4-8/ESL);

(E) express ideas and feelings such as gratitude, needs, opinions, and greetings (K-8/ESL);

(F) arrange phrases, clauses, and sentences into correct and meaningful patterns (K-8/ESL);

(G) produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL); and

(H) describe the immediate surroundings such as classroom, school, or home (K-8/ESL).

(28) Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) learn sound/symbol relationships as they apply to the phonological system of English (K-8/ESL);

(B) recognize directionality of English reading such as left to right and top to bottom (K-8/ESL);

(C) read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL);

(D) participate in shared reading (K-8/ESL);

(E) develop basic sight vocabulary (K-8/ESL);

(F) use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes (K-8/ESL);

(G) read silently with increasing ease for longer periods (K-8/ESL);

(H) use print from the environment to derive meaning (K-8/ESL);

(I) use graphic organizers as pre-reading activities to prepare for reading text (K-8/ESL);

(J) use verbal cueing strategies such as pauses and exaggerated intonation for key words and non-verbal cueing strategies such as facial expressions and gestures to enhance the reading experience (4-8/ESL); and

(K) retell, role-play, and/or visually illustrate the order of events (4-8/ESL).

(29) Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use basic capitalization and punctuation such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points (4-8/ESL);

(B) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (2-8/ESL);

(C) write with more proficient use of orthographic patterns and rules such as *qu* together, consonant doubling, dropping final *e*, and changing *y* to *i* (2-8/ESL);

(D) edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses in final drafts (2- 8/ESL);

(E) employ increasingly complex grammatical structures in writing, as follows:

(i) demonstrate knowledge of verbs, tenses, and auxiliaries, *wh*- words, and pronouns/antecedents (2-8/ESL);

(ii) demonstrate knowledge of nominative, objective, and possessive case (2- 8/ESL);

(iii) demonstrate knowledge of parts of speech (2-8/ESL); and

(iv) demonstrate knowledge of negatives and contractions (2-8/ESL);

(F) construct correct sentences, including a variety of sentence types and styles (2- 8/ESL);

(G) combine multiple sentences into a unified sentence (2-8/ESL); and

(H) develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (2-8/ESL).

(30) Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) describe how illustrations support written texts or tell a story (4-8/ESL);

(B) tell important events and ideas gleaned from video segments, graphic art, or technology presentations (4-8/ESL);

(C) respond to media such as film, print, and technological presentations by explaining likes, dislikes, and supporting opinions with examples (4-8/ESL);

(D) distinguish the purposes of various media forms such as information, entertainment, and persuasion (4-8/ESL);

(E) produce visuals for his/her own messages, stories, and other kinds of communication (4-8/ESL);

(F) explore and describe how color, shape, and line influence the message (4-8/ESL); and

(G) produce communications using technology or appropriate media (4-8/ESL).

§128.25. *English as a Second Language (ESL), Reading (Elective Credit).*

(a) Introduction.

(1) Middle school students read, write, listen, speak, and view to learn more about the world around them and to create, clarify, critique, and appreciate ideas and responses. Middle school students complete research projects or locate answers to questions using multiple texts and resources. In addition, middle school students continue to read on their own or listen to texts read aloud for the purpose of enjoyment. Middle school students read both printed texts and electronic media independently, bringing with them various

strategies to aid in comprehension. Significant blocks of time are provided for reading both independent and instructional-level material for varied purposes such as collecting information, learning about and appreciating the writer's craft, and discovering models for their own writing. Middle school students respond to texts through various avenues such as talk, print and electronic formats, connecting their knowledge of the world with the text being read.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Beginning ESOL students associate utterances with meanings as they make inferences based on actions, visuals, text, tone of voice, and inflections. Receptive language with some comprehension is acquired earlier than oral production. Beginning ESOL students produce spoken English with increasing accuracy and fluency to convey appropriate meaning. They read English using graphophonic cues, syntax, visuals, the context of the text, and their prior knowledge of language and structure of text.

(B) Intermediate ESOL students use the listening process to improve comprehension and oral skills in English. Through listening and speaking in meaningful interactions, they clarify, distinguish, and evaluate ideas and responses in a variety of situations. Intermediate ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate ESOL students read English using and applying developmental vocabulary to increase comprehension and produce written text to address a variety of audiences and purposes.

(C) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(D) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs, as well as acculturation issues, should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Reading, an elective course, are described in subsection (b) of this section, which are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. It is recommended that the ESOL student be at the Beginning, Intermediate, or Advanced level of English proficiency to enroll.

(b) Knowledge and skills.

(1) The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

(B) use the keys and entry information in dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words.

(2) The student builds vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) expand vocabulary by reading, listening, and conversing;

(B) determine word meaning by using context;

(C) derive word meaning by applying knowledge of the meanings of prefixes, suffixes, and bases; and

(D) use reference aids such as glossary, dictionary, and available technology to investigate word origins, meanings, and usage.

(3) The student reads with fluency and understanding in increasingly demanding texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read silently for sustained periods of time;

(B) read proficiently from diverse texts such as newspapers, textbooks, manuals, literature, references, and electronic text; and

(C) adjust reading rate based on purposes for reading.

(4) The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) draw upon background knowledge to comprehend;

(B) establish and adjust both immediate and long-term purposes for reading such as to find out, understand, interpret, enjoy, and solve problems;

(C) monitor his/her own reading strategies and make adjustments when understanding breaks down such as by rereading, using resources, and questioning;

(D) produce summaries of texts that include main ideas and supporting details;

(E) draw inferences such as conclusions or generalizations from text and support them with text evidence; and

(F) identify structures of text organization such as chronological, cause-effect, and deductive.

(5) The student uses study strategies to learn from texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify important text information by taking notes, making marginal notation, and underlining;

(B) use various strategies to understand and recall text information such as previewing, skimming, using graphic aids and headings, rereading, and reviewing;

(C) recall important text information by reviewing notes, rereading, and writing important ideas;

(D) answer different types of questions, including test-like questions such as multiple choice, open-ended, literal, and interpretive; and

(E) practice test-taking skills by previewing questions, skimming texts, reading carefully, and revisiting questions.

(6) The student researches self-selected topics through reading and writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) generate relevant, interesting, and researchable questions;

(B) locate appropriate print and non-print information using text and technical resources, including databases;

(C) organize and record new information in systematic ways such as notes, charts, and graphic organizers;

(D) produce research reports and projects in various formats and audiences;

(E) draw conclusions based on the information gathered; and

(F) identify relevant questions for further study from research findings or conclusions.

§128.26. *English as a Second Language (ESL), Speech (Elective Credit).*

(a) Introduction.

(1) Communication is an integral part of our social, cultural, and academic lives, therefore middle school students must develop effective communication skills to further their academic pursuits and to prepare for interaction in social, citizenship, and professional roles. Competent communicators develop skills focused on five identifiable functions of expressing and responding to feelings, participating in social traditions, informing, persuading, creating, and imagining. To become competent communicators, students will develop and apply skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic, and public contexts..

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Beginning ESOL students associate utterances with meanings as they make inferences based on actions, visuals, text, tone of voice, and inflections. Receptive language with some comprehension is acquired earlier than oral production. Beginning ESOL students produce spoken English with increasing accuracy and fluency to convey appropriate meaning. They read English using graphophonic cues, syntax, visuals, the context of the text, and their prior knowledge of language and structure of text.

(B) Intermediate ESOL students use the listening process to improve comprehension and oral skills in English.

Through listening and speaking in meaningful interactions, they clarify, distinguish, and evaluate ideas and responses in a variety of situations. Intermediate ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate ESOL students read English using and applying developmental vocabulary to increase comprehension and produce written text to address a variety of audiences and purposes.

(C) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(D) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs, as well as acculturation issues, should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Speech, an elective course, are described in subsection (b) of this section, which are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. It is recommended that the ESOL student be at the Intermediate or Advanced level of English proficiency to enroll.

(b) Knowledge and skills.

(1) Understanding the communication process. The student demonstrates a knowledge of communication. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) recognize and explain the importance of communication in social, academic, citizenship, and professional roles;

(B) identify the related components of the communication process;

(C) identify standards of making communication choices considering appropriateness for self, listener, occasion, and task;

(D) identify characteristics of oral language and analyze standards for using oral language appropriately;

(E) identify the importance of using appropriate nonverbal communication;

(F) identify and explain the components of listening process;

(G) identify the kinds of listening and analyze skills related to each type;

(H) analyze how perception of self and others affects communication;

(I) analyze and develop techniques and strategies for building self-confidence and reducing communication apprehension;

(J) identify and explain factors that influence communication decisions such as knowledge, attitudes, and culture; and

(K) explain the importance of assuming responsibility for communication decisions.

(2) Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use appropriate verbal and nonverbal communication skills in interpersonal situations;

(B) use reflective empathic listening skills to respond appropriately in interpersonal situations;

(C) explain the importance of using tact, courtesy, and assertiveness appropriately in interpersonal situations;

(D) identify kinds of groups and analyze basic principles of group dynamics;

(E) use appropriate communication skills in groups to make plans or accomplish goals;

(F) use appropriate strategies for agreeing or disagreeing in interpersonal and group situations; and

(G) prepare and present an oral statement on a topic of interest or concern.

(3) Participating in social traditions. The student develops an understanding of social traditions. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify the importance of social traditions and ceremonies in various contexts and cultures;

(B) communicate appropriately in a variety of interpersonal social traditions, including making and acknowledging introductions and giving and accepting praise and criticism;

(C) employ parliamentary procedure in a group meeting;

(D) use effective techniques to prepare, organize, and present a speech for a special occasion; and

(E) use appreciative and critical-listening skills to analyze, evaluate, and respond appropriately to class, public, or media.

(4) Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) research ideas and topics to acquire accurate information from a variety of primary, secondary, and technological sources;

(B) use appropriate communication skills to request, provide, and respond to information in interpersonal conversations;

(C) use appropriate verbal, nonverbal, and listening skills in interviews;

(D) use appropriate information and effective critical-thinking skills in group decision-making and problem-solving processes;

(E) plan and present an informative group discussion for an audience;

(F) plan, research, organize, and write an informative speech;

(G) rehearse speeches to gain command of ideas and information, reduce communication apprehension, develop confidence, and practice presentation skills;

(H) use notes, manuscripts, rostrum, and visual and auditory aids appropriately in speeches;

(I) use effective verbal and nonverbal communication in presenting informative speeches;

(J) apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches; and

(K) develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.

(5) Persuading. The student expresses and responds appropriately to persuasive messages. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) recognize and develop skills for analyzing persuasive strategies such as propaganda devices and emotional appeals;

(B) respond appropriately to persuasive messages in situations such as accepting or rejecting peer pressure and making or responding to requests;

(C) research, write, rehearse, and present persuasive speeches;

(D) demonstrate persuasive skills in informal or formal argumentation, discussions, or debates; and

(E) develop and use critical listening skills to analyze, evaluate, and respond appropriately to class, public, or media presentations.

(6) Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use imagination to plan, organize, and tell stories;

(B) use appropriate verbal and nonverbal skills to share stories;

(C) select, analyze, adapt, interpret, and rehearse a variety of literary selections;

(D) use effective group decision-making skills in group performances;

(E) use appropriate verbal and nonverbal skills in individual or group interpretations of literature; and

(F) use appreciative and critical-listening skills to respond appropriately to class, public, or media performances.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Criss Cloudt

Associate Commissioner, Policy Planning and Research

Texas Education Agency

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Subchapter C. High School

19 TAC §§128.41-128.66

The new sections are adopted under the Texas Education Code, §28.002, which directs the State Board of Education to adopt rules identifying the essential knowledge and skills of each subject of the required curriculum, and §28.005 and §29.051, which establishes bilingual education and special language programs in the public schools to ensure students' reasonable proficiency in the English language and ability to achieve academic success.

§128.41. *Implementation of Texas Essential Knowledge and Skills for English as a Second Language, High School.*

The provisions of this subchapter shall be implemented by school districts September 1, 1998, and at that time, shall supersede §75.61(tt) of this title (relating to English as a Second Language).

§128.42. *English I for Speakers of Other Languages (One Credit).*

(a) Introduction.

(1) Students enrolled in English I for Speakers of Other Languages continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English I, students practice all forms of writing. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, theses, and evidence. Students write to persuade and to report and describe. English I students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another,

and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Beginning ESOL students associate utterances with meaning as they make inferences based on actions, visuals, text, tone of voice and inflections. Receptive language with some comprehension is acquired earlier than oral production. Beginning ESOL students produce spoken English with increasing accuracy and fluency to convey appropriate meaning. They read English using graphophonic cues, syntax, visuals, the context of the text, and their prior knowledge of language and structure of text.

(B) Intermediate ESOL students use the listening process to improve comprehension and oral skills in English. Through listening and speaking in meaningful interactions, they clarify, distinguish, and evaluate ideas and responses in a variety of situations. Intermediate ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate ESOL students read English using and applying developmental vocabulary to increase comprehension and produce written text to address a variety of audiences and purposes.

(C) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(D) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for English I for Speakers of Other Languages are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for students of English as a Second Language. All expectations apply equally to second language learners; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards. The knowledge and skills and/or student expectations that are applicable specifically to students of English as a Second Language are indicated parenthetically by ESL. It is recommended that the ESOL student be at the Beginner, Intermediate or Advanced level to enroll.

(5) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations in English I as described in subsection (b) of this section.

(6) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write in a variety of forms using effective word choice, structure, and sentence forms with emphasis on organizing logical arguments with clearly related definitions, theses, and evidence; write persuasively; write to report and describe; and write poems, plays, and stories;

(B) write in a voice and style appropriate to audience and purpose;

(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas; and

(D) use appropriate words to convey intended meaning while recognizing the meanings and uses of the other registers in English which are often expressed through colloquialisms, idioms, and other language forms (ESL).

(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use prewriting strategies to generate ideas, develop voice, and plan;

(B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;

(C) proofread writing for appropriateness of organization, content, style, and conventions;

(D) refine selected pieces frequently to publish for general and specific audiences; and

(E) use technology for aspects of creating, revising, editing, and publishing.

(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of grammar and usage, to write clearly and effectively. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) produce legible work that shows accurate use of the English alphabet, accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses (ESL);

(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;

(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and

(D) produce error-free writing in the final draft.

(4) Writing/inquiry/research. The student uses writing as a tool for learning. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use writing to formulate questions, refine topics, and clarify ideas;

(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;

(C) compile information from primary and secondary sources in systematic ways using available technology;

(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;

(E) use writing as a study tool to clarify and remember information;

(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and

(G) analyze strategies that writers in different fields use to compose.

(5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) evaluate writing for both mechanics and content; and

(B) respond productively to peer review of his/her own work.

(6) Reading/word identification/vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) expand vocabulary through wide reading, listening, and discussing;

(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;

(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;

(D) research word origins, including Anglo-Saxon, Latin, and Greek words;

(E) use reference material such as glossary, English/English dictionary, bilingual dictionary, thesaurus, and available technology to determine precise meanings and usage (ESL); and

(F) identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation.

(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) establish a purpose for reading such as to discover, interpret, and enjoy;

(B) draw upon his/her own cultural and language background to provide connection to texts (ESL);

(C) monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning such as asking for semantic, functional, or linguistic clarification (ESL);

(D) construct images such as graphic organizers based on text descriptions and text structures;

(E) analyze text structures such as compare and contrast, cause and effect, chronological ordering, including distinct text structure and language forms not used or used differently in first language (ESL);

(F) identify main ideas and their supporting details;

(G) summarize texts in English or the first language, as needed (ESL);

(H) draw inferences such as conclusions, generalizations, and predictions and support them from text;

(I) use study strategies such as skimming and scanning, note taking, outlining, using study-guide questions, and translating to better understand texts (ESL); and

(J) read English texts silently with comprehension for a sustained period of time using second language reading strategies, including translations (ESL).

(8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;

(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;

(C) read world literature, including classic and contemporary works in English or in translation (ESL); and

(D) interpret the possible influences of the historical context on a literary work.

(9) Reading/culture. The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) recognize distinctive and shared characteristics of cultures through reading; and

(B) compare text events with his/her own and other readers' experiences.

(10) Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and dramatizations;

(B) use elements of text to defend his/her own responses and interpretations; and

(C) compare reviews of literature, film, and performance with his/her own responses.

(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) recognize the theme (general observation about life or human nature) within a text;

(B) analyze the relevance of setting and time frame to text's meaning;

(C) analyze characters and identify time and point of view;

(D) identify basic conflicts;

- (E) analyze the development of plot in narrative text;
- (F) recognize and interpret important symbols;
- (G) recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning; and

(H) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

(12) Reading/analysis/evaluation. The student reads critically to evaluate texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) analyze characteristics of text, including its structure, word choices, and intended audience;
- (B) evaluate the credibility of information sources and determines the writer's motives;
- (C) analyze text to evaluate the logical argument and to determine the mode of reasoning used such as induction and deduction; and
- (D) analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques.

(13) Reading/inquiry/research. The student reads in order to research self-selected and assigned topics. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) generate relevant, interesting, and researchable questions;
- (B) locate appropriate print and non-print information using texts and technical resources, periodicals and book indexes, including databases and the Internet;
- (C) organize and convert information into different forms such as charts, graphs, and drawings;
- (D) adapt researched material for presentation to different audiences and for different purposes, and cites sources completely; and
- (E) draw conclusions from information gathered.

(14) Listening/speaking/critical listening. The student listens attentively for a variety of purposes. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) focus attention on the speaker's message;
- (B) use knowledge of language and develop vocabulary, including content-area vocabulary, to interpret accurately the speaker's message (ESL);
- (C) monitor speaker's message for clarity and understanding such as asking relevant questions to clarify understanding;
- (D) formulate and provide effective verbal and non-verbal feedback; and

(E) distinguish and produce sounds and intonation patterns of English (ESL).

(15) Listening/speaking/evaluation. The student listens to analyze, appreciate, and evaluate oral performances and presentations. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, individual or group performances of scripts;
- (B) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language;
- (C) evaluate informative and persuasive presentations of peers, public figures, and media presentations;
- (D) evaluate artistic performances of peers, public presenters, and media presentations; and
- (E) use audience feedback to evaluate his/her own effectiveness and set goals for future presentations.

(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes and audiences. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) use the conventions of oral language effectively, including intonation, syntax, and grammar (ESL);
- (B) use informal, standard, and technical language effectively, including academic discourse and social conventions, to meet the needs of purpose, audience, occasion, and task (ESL);
- (C) prepare, organize, and present a variety of informative messages effectively such as giving oral directions and sequencing events (ESL);
- (D) use effective verbal and nonverbal strategies in presenting oral messages;
- (E) ask clear questions for a variety of purposes and respond appropriately to the questions of others;
- (F) make relevant contributions in conversations and discussions; and
- (G) employ English content area vocabulary in context (ESL).

(17) Listening/speaking/presentations. The student prepares, organizes, and presents informative and persuasive oral messages. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) present and advance a clear thesis and support the major thesis with logical points or arguments;
- (B) choose valid evidence, proofs, or examples to support claims;
- (C) use appropriate and effective appeals to support points or claims; and

(D) use effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.

(18) Listening/speaking/literary interpretation. The student prepares, organizes, and presents literary interpretations. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) make valid interpretations of literary texts such as telling stories, interpreting poems, stories, or essays; and

(B) analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.

(19) Viewing/representing/interpretation. The student understands and interprets visual representations. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) describe how meanings are communicated through elements of design, including shape, line, color, and texture;

(B) analyze relationships, ideas, and cultures as represented in various media; and

(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

(20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) investigate the source of a media presentation or production such as who made it and why it was made;

(B) deconstruct media to get the main idea of the message's content;

(C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;

(D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;

(E) recognize genres such as nightly news, news-magazines, and documentaries and identify the unique properties of each; and

(F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.

(21) Viewing/representing/production. The student produces visual representations that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) examine the effect of media on constructing his/her own perception of reality;

(B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;

(C) use a range of techniques to plan and create a media text and reflect critically on the work produced;

(D) create media products to include a billboard, cereal box, short editorial, and a three-minute documentary or print ad to engage specific audiences; and

(E) create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.

(22) Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) develop and expand repertoire of learning strategies such as to reason inductively or deductively and to look for patterns in language (ESL);

(B) use prior knowledge and experiences to understand meanings in English (ESL);

(C) monitor oral and written language production and employ self-corrective techniques or other resources (ESL);

(D) use strategic learning techniques such as semantic mapping, imagery memorization, reviewing, and contrastive analysis to acquire new vocabulary (ESL);

(E) use learning strategies such as circumlocution, synonyms, and non-verbal cues and request for assistance from native speakers when speaking English (ESL);

(F) make connections across content areas and use and reuse language and concepts in different ways (ESL); and

(G) use accessible language and learn new and essential language in the process (ESL).

(23) Second language acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes such as taking notes (ESL);

(B) understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (ESL);

(C) recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (ESL);

(D) listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas (ESL);

(E) analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (ESL); and

(F) infer meaning by making associations of utterances with actions, visuals, and the context of the situation (ESL).

(24) Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time (ESL);

(B) share prior knowledge with peers and others to facilitate communication and to foster respect for others (ESL);

(C) ask and give information such as directions and address as well as name, age, and nationality (ESL);

(D) initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (ESL);

(E) express ideas and feelings such as gratitude, needs, opinions, and greetings (ESL);

(F) arrange phrases, clauses, and sentences into correct and meaningful patterns (ESL);

(G) produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (ESL); and

(H) describe the immediate surroundings such as classroom, school, and home (ESL).

(25) Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) learn sound/symbol relationships as they apply to the phonological system of English (ESL);

(B) recognize directionality of English reading such as left to right and top to bottom (ESL);

(C) read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language (ESL);

(D) participate in shared reading (ESL);

(E) develop basic sight vocabulary (ESL);

(F) use a combination of skills to decode words such as pattern recognition, identifying cognates, root words, and affixes (ESL);

(G) read silently with increasing ease for longer periods (ESL);

(H) use print from the environment to derive meaning (ESL);

(I) use graphic organizers as pre-reading activities to prepare for reading text (ESL);

(J) use verbal cueing strategies such as pauses and exaggerated intonation for key words and non-verbal cueing strategies

such as facial expressions and gestures to enhance the reading experience (ESL); and

(K) retell, role-play, and/or visually illustrate the order of events (ESL).

(26) Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points (ESL);

(B) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (ESL);

(C) write with more proficient use of orthographic patterns and rules such as *qu* together, consonant doubling, dropping final *e*, and changing *y* to *i* (ESL);

(D) edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses in final drafts (ESL);

(E) employ increasingly complex grammatical structures in writing, as follows:

(i) demonstrate knowledge of verbs, tenses, and auxiliaries, *wh-* words, and pronouns/antecedents (ESL);

(ii) demonstrate knowledge of nominative, objective, and possessive case (ESL);

(iii) demonstrate knowledge of parts of speech (ESL); and

(iv) demonstrate knowledge of negatives and contractions (ESL);

(F) construct correct sentences, including a variety of sentence types and styles (ESL);

(G) combine multiple sentences into a unified sentence (ESL); and

(H) develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (ESL).

(27) Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) describe how illustrations support written texts or tell a story (ESL);

(B) tell important events and ideas gleaned from video segments, graphic art, or technology presentations (ESL);

(C) respond to media such as film, print, and technological presentations by explaining likes, dislikes, and supporting opinions with examples (ESL);

(D) distinguish the purposes of various media forms such as information, entertainment, and persuasion (ESL);

(E) produce visuals for his/her own messages, stories, and other kinds of communication (ESL);

(F) explore and describe how color, shape, and line influence the message (ESL); and

(G) produce communications using technology or appropriate media (ESL).

§128.43. *English II for Speakers of Other Languages (One Credit).*

(a) Introduction.

(1) Students enrolled in English II for Speakers of Other Languages continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English II, students practice all forms of writing. An emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing. These personal forms of writing may include a response to literature, a reflective essay, or an autobiographical narrative. English II students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level,

and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Intermediate ESOL students use the listening process to improve comprehension and oral skills in English. Through listening and speaking in meaningful interactions, they clarify, distinguish, and evaluate ideas and responses in a variety of situations. Intermediate ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate ESOL students read English using and applying developmental vocabulary to increase comprehension and produce written text to address a variety of audiences and purposes.

(B) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(C) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences which may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for English II for Speakers of Other Languages are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for students of English as a Second Language. All expectations apply equally to second language learners; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards. The knowledge and skills and/or student expectations that are applicable specifically to students of English as a Second Language are indicated parenthetically by ESL. It is recommended that the ESOL student be at the Beginner, Intermediate or Advanced level to enroll.

(5) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations in English II as described in subsection (b) of this section.

(6) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help

them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories;

(B) write in a voice and a style appropriate to audience and purpose;

(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas; and

(D) use appropriate words to convey intended meaning while recognizing the meanings and uses of the other registers in English which are often expressed through colloquialisms, idioms, and other language forms (ESL).

(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use prewriting strategies to generate ideas, develop voice, and plan;

(B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;

(C) proofread writing for appropriateness of organization, content, style, and conventions;

(D) refine selected pieces frequently to publish for general and specific audiences; and

(E) use technology for aspects of creating, revising, editing, and publishing texts.

(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;

(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;

(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and

(D) produce error-free writing in the final draft.

(4) Writing/inquiry/research. The student uses writing as a tool for learning. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use writing to formulate questions, refine topics, and clarify ideas;

(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;

(C) compile information from primary and secondary sources in systematic ways using available technology;

(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;

(E) use writing as a study tool to clarify and remember information;

(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and

(G) analyze strategies that writers in different fields use to compose.

(5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) evaluate writing for both mechanics and content; and

(B) respond productively to peer review of his/her own work.

(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) expand vocabulary through wide reading, listening, and discussing;

(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;

(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;

(D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;

(E) use reference material such as glossary, English/English dictionary, bilingual dictionary, thesaurus, and available technology to determine precise meanings and usage (ESL);

(F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and

(G) read and understand analogies.

(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) establish a purpose for reading such as to discover, interpret, and enjoy;

(B) draw upon his/her own cultural and language background to provide connection to texts (ESL);

(C) monitor his/her own reading strategies and make modifications when understanding breaks down such as rereading, using resources, and questioning such as asking for semantic, functional, or linguistic clarification (ESL);

(D) construct images such as graphic organizers based on text descriptions and text structures;

(E) analyze text structures such as compare and contrast, cause and effect, chronological ordering, including distinct text structure and language forms not used or used differently in first language for how they influence understanding (ESL);

(F) produce summaries of texts by identifying main ideas and their supporting details in English or the first language, if needed (ESL);

(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;

(H) use study strategies such as skimming and scanning, note taking, outlining, using study- guide questions, and translating to better understand texts (ESL); and

(I) read English texts silently with comprehension for a sustained period of time using second language reading strategies, including translations (ESL).

(8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;

(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;

(C) read world literature, including classic and contemporary works in English or in translation (ESL); and

(D) interpret the possible influences of the historical context on a literary work.

(9) Reading/culture. The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) recognize distinctive and shared characteristics of cultures through reading; and

(B) compare text events with his/her own and other readers' experiences.

(10) Reading/literary response. The student expresses and supports responses to various types of texts. The following

expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments;

(B) use elements of text to defend his/her own responses and interpretations; and

(C) compare reviews of literature, film, and performance with his/her own responses.

(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions;

(B) analyze relevance of setting and time frame to text's meaning;

(C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved;

(D) analyze the melodies of literary language, including its use of evocative words and rhythms;

(E) connect literature to historical contexts, current events, and his/her own experiences; and

(F) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

(12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;

(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and

(C) recognize logical, deceptive, and/or faulty modes of persuasion in texts.

(13) Reading/inquiry/research. The student reads in order to research self-selected and assigned topics. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) generate relevant, interesting, and researchable questions;

(B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;

(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;

(D) produce reports and research projects in varying forms for audiences; and

(E) draw conclusions from information gathered.

(14) Listening/speaking/critical listening. The student listens attentively for a variety of purposes. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) focus attention, interpret, respond, and evaluate speaker's message;

(B) use active listening comprehension to engage in critical, empathic, appreciative, and reflective listening (ESL);

(C) develop vocabulary, including content-area vocabulary, to interpret accurately the speaker's message (ESL); and

(D) distinguish and produce sounds and intonation patterns of English (ESL).

(15) Listening/speaking/evaluation. The student listens to analyze, appreciate, and evaluate oral performance and presentations. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances of scripts;

(B) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language;

(C) evaluate informative and persuasive presentations of peers, public figures, and media presentations;

(D) evaluate artistic performances of peers, public presenters, and media presentations; and

(E) use feedback to evaluate his/her own effectiveness and set goals for future presentations.

(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes and audiences. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use the conventions of oral language effectively, including intonation, syntax, and grammar (ESL);

(B) use informal, standard, and technical language effectively, including academic discourse and social conventions, to meet the needs of purpose, audience, occasion, and task (ESL);

(C) prepare, organize, and present a variety of informative and persuasive messages effectively with an emphasis on persuasion;

(D) use effective verbal and nonverbal strategies in presenting oral messages;

(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others;

(F) make relevant contributions in conversations and discussions; and

(G) employ English content area vocabulary in context (ESL).

(17) Listening/speaking/presentations. The student prepares and presents informative and persuasive messages. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) present and advance a clear thesis and logical points, claims, or arguments to support messages;

(B) choose valid proofs from reliable sources to support claims;

(C) use appropriate appeals to support claims and arguments;

(D) use language and rhetorical strategies skillfully in informative and persuasive messages;

(E) use effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact; and

(F) make informed, accurate, truthful, and ethical presentations.

(18) Listening/speaking/literary interpretations. The student prepares, organizes, plans, and presents literary interpretations. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) make valid interpretations of a variety of literary texts;

(B) justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text; and

(C) present interpretations by telling stories, performing original works, and interpreting poems and stories for a variety of audiences.

(19) Viewing/representing/interpretation. The student understands and interprets visual representations. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) describe how meanings are communicated through elements of design such as shape, line, color, and texture;

(B) analyze relationships, ideas, and cultures as represented in various media; and

(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

(20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) investigate the source of a media presentation of production such as who made it and why it was made;

(B) deconstruct media to get the main idea of the message's content;

(C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;

(D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;

(E) recognize genres such as nightly news, news-magazines, and documentaries and identify the unique properties of each; and

(F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.

(21) Viewing/representing/production. The student produces visual representations that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) examine the effect of media on constructing his/her own perception of reality;

(B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;

(C) use a range of techniques to plan and create a media text and reflect critically on the work produced;

(D) create media products to include a five- to six-minute documentary, a print ad, an editorial, a flier, a movie critique, or an illustrated children's book to engage specific audiences; and

(E) create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.

(22) Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) develop and expand repertoire of learning strategies such as to reason inductively or deductively and to look for patterns in language (ESL);

(B) use prior knowledge and experiences to understand meanings in English (ESL);

(C) monitor oral and written language production and employ self-corrective techniques or other resources (ESL);

(D) use strategic learning techniques such as semantic mapping, imagery memorization, reviewing, and contrastive analysis to acquire new vocabulary (ESL);

(E) use learning strategies such as circumlocution, synonyms, and non-verbal cues and request for assistance from native speakers when speaking English (ESL);

(F) make connections across content areas and use and reuse language and concepts in different ways (ESL); and

(G) use accessible language and learn new and essential language in the process (ESL).

(23) Second language acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension

and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes such as taking notes (ESL);

(B) understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (ESL);

(C) recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (ESL);

(D) listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas (ESL);

(E) analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (ESL); and

(F) infer meaning by making associations of utterances with actions, visuals, and the context of the situation (ESL).

(24) Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time (ESL);

(B) share prior knowledge with peers and others to facilitate communication and to foster respect for others (ESL);

(C) ask and give information such as directions and address as well as name, age, and nationality (ESL);

(D) initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (ESL);

(E) express ideas and feelings such as gratitude, needs, opinions, and greetings (ESL);

(F) arrange phrases, clauses, and sentences into correct and meaningful patterns (ESL);

(G) produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (ESL); and

(H) describe the immediate surroundings such as classroom, school, and home (ESL).

(25) Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) learn sound/symbol relationships as they apply to the phonological system of English (ESL);

(B) recognize directionality of English reading such as left to right and top to bottom (ESL);

(C) read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language (ESL);

(D) participate in shared reading (ESL);

(E) develop basic sight vocabulary (ESL);

(F) use a combination of skills to decode words such as pattern recognition, identifying cognates, root words, and affixes (ESL);

(G) read silently with increasing ease for longer periods (ESL);

(H) use print from the environment to derive meaning (ESL);

(I) use graphic organizers as pre-reading activities to prepare for reading text (ESL);

(J) use verbal cueing strategies such as pauses and exaggerated intonation for key words and non-verbal cueing strategies such as facial expressions and gestures to enhance the reading experience (ESL); and

(K) retell, role-play, and/or visually illustrate the order of events (ESL).

(26) Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points (ESL);

(B) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (ESL);

(C) write with more proficient use of orthographic patterns and rules such as *qu* together, consonant doubling, dropping final *e*, and changing *y* to *i* (ESL);

(D) edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses in final drafts (ESL);

(E) employ increasingly complex grammatical structures in writing, as follows:

(i) demonstrate knowledge of verbs, tenses, and auxiliaries, *wh*- words, and pronouns/antecedents (ESL);

(ii) demonstrate knowledge of nominative, objective, and possessive case (ESL);

(iii) demonstrate knowledge of parts of speech (ESL); and

(iv) demonstrate knowledge of negatives and contractions (ESL);

(F) construct correct sentences, including a variety of sentence types and styles (ESL);

(G) combine multiple sentences into a unified sentence (ESL); and

(H) develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (ESL).

(27) Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) describe how illustrations support written texts or tell a story (ESL);

(B) tell important events and ideas gleaned from video segments, graphic art, or technology presentations (ESL);

(C) respond to media such as film, print, and technological presentations by explaining likes, dislikes, and supporting opinions with examples (ESL);

(D) distinguish the purposes of various media forms such as information, entertainment, and persuasion (ESL);

(E) produce visuals for his/her own messages, stories, and other kinds of communication (ESL);

(F) explore and describe how color, shape, and line influence the message (ESL); and

(G) produce communications using technology or appropriate media (ESL).

§128.44. *English III (One Credit).*

(a) Introduction.

(1) Students enrolled in English III continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English III, students practice all forms of writing. An emphasis is placed on business forms of writing such as the report, the business memo, the narrative of a procedure, the summary or abstract, and the resumé. English III students read extensively in multiple genres from American literature and other world literature. Periods from American literature may include the pre-colonial period, colonial and revolutionary periods, romanticism and idealism, realism and naturalism, early 20th century, and late 20th century. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Intermediate ESOL students use the listening process to improve comprehension and oral skills in English. Through listening and speaking in meaningful interactions, they clarify, distinguish, and evaluate ideas and responses in a variety of situations. Intermediate ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate ESOL students read English using and applying developmental vocabulary to increase comprehension and produce written text to address a variety of audiences and purposes.

(B) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(C) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences which may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for English III are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and

Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. It is recommended that ESOL student be at the Intermediate or Advanced level to enroll.

(5) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations in English III as described in subsection (b) of this section.

(6) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write in various forms with particular emphasis on business forms such as a report, memo, narrative or procedure, summary/abstract, and resumé;

(B) write in a voice and style appropriate to audience and purpose; and

(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use prewriting strategies to generate ideas, develop voice, and plan;

(B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;

(C) proofread writing for appropriateness of organization, content, style, and conventions;

(D) frequently refine selected pieces to publish for general and specific audiences; and

(E) use technology for aspects of creating, revising, editing, and publishing texts.

(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;

(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;

(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;

(D) produce error-free writing in the final draft; and

(E) use a manual of style such as *Modern Language Association (MLA)*, *American Psychological Association (APA)*, and *The Chicago Manual of Style (CMS)*.

(4) Writing/inquiry/research. The student uses writing as a tool for learning. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use writing to formulate questions, refine topics, and clarify ideas;

(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;

(C) compile information from primary and secondary sources in systematic ways using available technology;

(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;

(E) use writing as a study tool to clarify and remember information;

(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and

(G) analyze strategies that writers in different fields use to compose.

(5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) evaluate writing for both mechanics and content; and

(B) respond productively to peer review of his/her own work.

(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) expand vocabulary through wide reading, listening, and discussing;

(B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, idioms, and technical vocabulary;

(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;

(D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;

(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage;

(F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and

(G) read and understand analogies.

(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;

(B) draw upon his/her own background to provide connection to texts;

(C) monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning;

(D) construct images such as graphic organizers based on text descriptions and text structures;

(E) analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding;

(F) produce summaries of texts by identifying main ideas and their supporting details;

(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;

(H) use study strategies such as note taking, outlining, and using study-guide questions to better understand texts; and

(I) read silently with comprehension for a sustained period of time.

(8) Reading/variety of texts. The student reads extensively and intensively for different purposes and in varied sources, including American literature. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;

(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;

(C) read American and other world literature, including classic and contemporary works; and

(D) interpret the possible influences of the historical context on literary works.

(9) Reading/culture. The student reads widely, including American literature, to increase knowledge of his/her own culture,

the culture of others, and the common elements across cultures. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) recognize distinctive and shared characteristics of cultures through reading; and

(B) compare text events with his/her own and other readers' experiences.

(10) Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays;

(B) use elements of text to defend, clarify, and negotiate responses and interpretations; and

(C) analyze written reviews of literature, film, and performance to compare with his/her own responses.

(11) Reading/literary concepts. The student analyzes literary elements, for their contributions to meaning in literary texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts;

(B) analyze relevance of setting and time frame to text's meaning;

(C) describe the development of plot and identify conflicts and how they are addressed and resolved;

(D) analyze the melodies of literary language, including its use of evocative words and rhythms;

(E) connect literature to historical contexts, current events, and his/her own experiences; and

(F) understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

(12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;

(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and

(C) recognize logical, deceptive, and/or faulty modes of persuasion in texts.

(13) Reading/inquiry/research. The student reads in order to research self-selected and assigned topics. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) generate relevant, interesting, and researchable questions;

(B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;

(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;

(D) produce reports and research projects in varying forms for audiences; and

(E) draw conclusions from information gathered.

(14) Listening/speaking/critical listening. The student listens attentively for a variety of purposes. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding;

(B) use effective strategies for listening such as prepares for listening, identifies the types of listening, and adopts appropriate strategies;

(C) demonstrate proficiency in critical, empathic, appreciative, and reflective listening;

(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention; and

(E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.

(15) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use the conventions of oral language effectively;

(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;

(C) communicate effectively in conversations and group discussions while problem solving, and planning;

(D) use effective verbal and nonverbal strategies in presenting oral messages;

(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and

(F) make relevant contributions in conversations and discussions.

(16) Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) apply valid criteria to analyze, evaluate, and critique informative and persuasive messages;

(B) apply valid criteria to analyze, evaluate, and critique literary performances;

(C) use praise and suggestions of others to improve his/her own communication; and

(D) identify and analyze the effect of aesthetic elements within literary texts such as character development, rhyme, imagery, and language.

(17) Listening/speaking/presentations. The student prepares, organizes, and presents informative and persuasive messages. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) present and advance a clear thesis and logical points, claims, or arguments to support messages;

(B) choose valid proofs from reliable sources to support claims;

(C) use appropriate appeals to support claims and arguments;

(D) use language and rhetorical strategies skillfully in informative and persuasive messages;

(E) make effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact; and

(F) make informed, accurate, truthful, and ethical presentations.

(18) Listening/speaking/literary interpretations. The student prepares, organizes, plans, and presents literary interpretations. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) make valid interpretations of a variety of literary texts;

(B) justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text; and

(C) present interpretations such as telling stories, performing original works, and interpreting poems and stories for a variety of audiences.

(19) Viewing/representing/interpretation. The student understands and interprets visual representations. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) describe how meanings are communicated through elements of design, including shape, line, color, and texture;

(B) analyze relationships, ideas, and cultures as represented in various media; and

(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

(20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) investigate the source of a media presentation of production such as who made it and why it was made;

(B) deconstruct media to get the main idea of the message's content;

(C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;

(D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, music;

(E) recognize genres such as nightly news, news-magazines, and documentaries and identify the unique properties of each; and

(F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.

(21) Viewing/representing/production. The student produces visual representations that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) examine the effect of media on constructing his/her own perception of reality;

(B) use with a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;

(C) use a range of techniques to plan and create a media text and reflect critically on the work produced;

(D) create media products to include a seven- to ten-minute documentary, ad campaigns, political campaigns, or video adaptations of literary texts to engage specific audiences; and

(E) create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.

§128.45. *English IV (One Credit).*

(a) Introduction.

(1) Students enrolled in English IV continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English IV, students are expected to write in a variety of forms, including business, personal, literary, and persuasive texts. English IV students read extensively in multiple genres from British literature and other world literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and post-modern period. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Intermediate ESOL students use the listening process to improve comprehension and oral skills in English. Through listening and speaking in meaningful interactions, they clarify, distinguish, and evaluate ideas and responses in a variety of situations. Intermediate ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate ESOL students read English using and applying developmental vocabulary to increase comprehension and produce written text to address a variety of audiences and purposes.

(B) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(C) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences which may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for English IV are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts

and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. It is recommended that ESOL student be at the Intermediate or Advanced level to enroll.

(5) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations in English IV as described in subsection (b) of this section.

(6) To meet Texas Education Code, §28.002(h), which states, "each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Writing/purposes. The student writes in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write in a variety of forms with an emphasis on literary forms such as fiction, poetry, drama, and media scripts;

(B) draw upon the distinguishing characteristics of written forms such as essays, scientific reports, speeches, and memoranda to write effectively in each form;

(C) write in a voice and style appropriate to audience and purpose;

(D) employ literary devices to enhance style and voice;

(E) employ precise language to communicate ideas clearly and concisely; and

(F) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use prewriting strategies to generate ideas, develop voice, and plan;

(B) develop drafts both independently and collaboratively by organizing content such as paragraphing and outlining and by refining style to suit occasion, audience, and purpose;

(C) use vocabulary, organization, and rhetorical devices appropriate to audience and purpose;

(D) use varied sentence structure to express meanings and achieve desired effect;

(E) revise drafts by rethinking content organization and style to better accomplish the task;

(F) use effective sequences and transitions to achieve coherence and meaning;

(G) use technology for aspects of creating, revising, editing, and publishing texts; and

(H) refine selected pieces to publish for general and specific audiences.

(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;

(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;

(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;

(D) produce error-free writing in the final draft; and

(E) use manual of style such as *Modern Language Association (MLA)*, *American Psychological Association (APA)*, and *The Chicago Manual of Style (CMS)*.

(4) Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use writing to formulate questions, refine topics, and clarify ideas;

(B) use writing to discover, record, review, and learn;

(C) use writing to organize and support what is known and what needs to be learned about a topic;

(D) compile information from primary and secondary sources using available technology;

(E) organize notes from multiple sources in useful and informing ways such as graphics, conceptual maps, and learning logs;

(F) link related information and ideas from a variety of sources;

(G) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and

(H) use writing as a tool for reflection, exploration, learning, problem solving, and personal growth.

(5) Writing/analysis. The student communicates with writers inside and outside the classroom, including writers who represent diverse cultures and fields. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) analyze strategies that writers in different fields use to compose;

(B) correspond with other writers electronically and in conventional ways;

(C) collaborate with other writers; and

(D) recognize how writers represent and reveal their cultures and traditions in texts.

(6) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) evaluate how well writing achieves its purposes and engage in conversations with peers and the teacher about aspects of his/her own writing and the writings of others;

(B) analyze and discuss published pieces as writing models and apply criteria developed by self and others to evaluate writing; and

(C) accumulate and review his/her own written work to determine its strengths and weaknesses and to set his/her own goals as a writer.

(7) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) expand vocabulary through wide reading, listening, and discussing;

(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;

(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;

(D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;

(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;

(F) discriminate between denotative and connotative meanings and interpret the connotative power of words; and

(G) read and understand analogies.

(8) Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;

(B) draw upon his/her own background to provide connection to texts;

(C) monitor his/her own reading strategies and modify when necessary;

(D) construct images such as graphic organizers based on text descriptions and text structures;

(E) analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding;

(F) produce summaries of texts by identifying main idea and supporting detail;

(G) draw inferences and support them with textual evidence and experience;

(H) use study strategies such as note taking, outlining, and using study-guide questions to better understand texts; and

(I) read silently with comprehension for a sustained period of time.

(9) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including British literature, in increasingly demanding texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;

(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;

(C) read British and other world literature, including classic and contemporary works; and

(D) interpret the possible influences of the historical context on a literary work.

(10) Reading/culture. The student reads widely, including British literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across culture. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) recognize distinctive and shared characteristics of cultures through reading;

(B) compare text events with his/her own and other readers' experiences; and

(C) recognize and discuss themes and connections that cross cultures.

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays;

(B) use elements of text to defend, clarify, and negotiate responses and interpretations;

(C) analyze written reviews of literature, film, and performance to compare with his/her own responses; and

(D) evaluate text through critical analysis.

(12) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) compare and contrast elements of texts such as themes, conflicts, and allusions both within and across texts;

(B) propose and provide examples of themes that cross texts;

(C) analyze relevance of setting and time frame to text's meaning;

(D) describe the development of plot and identify conflicts and how they are addressed and resolved;

(E) analyze the melodies of literary language, including its use of evocative words and rhythms;

(F) connect literature to historical contexts, current events, and his/her own experiences; and

(G) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

(13) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) analyze the characteristics of clear text such as conciseness, correctness, and completeness;

(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility;

(C) recognize logical, deceptive, and/or faulty modes of persuasion in text;

(D) apply modes of reasoning such as induction and deduction to think critically;

(E) describe how a writer's motivation, stance, or position may affect text credibility, structure, and tone; and

(F) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.

(14) Reading/inquiry/research. The student uses reading and research skills to develop self-selected topics. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) generate relevant, interesting, and researchable questions;

(B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;

(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;

(D) evaluate the credibility of information sources and their appropriateness for varied needs;

(E) organize and record new information in systematic ways such as notes, charts, and graphic organizers;

(F) produce research projects and reports in varying forms for audiences; and

(G) draw relevant questions for further study from the research findings or conclusions.

(15) Listening/speaking/critical listening. The student listens attentively for a variety of purposes. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding;

(B) use effective strategies for listening such as preparing for listening, identifying the types of listening, and adopting appropriate strategies;

(C) demonstrate proficiency in critical, empathic, appreciative, and reflective listening;

(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with those of others, and researching points of interest or contention; and

(E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.

(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use conventions of oral language effectively, including word choice, grammar, and diction;

(B) use informal, standard, and technical English to meet demands of occasion, audience, and task;

(C) respond appropriately to the opinions and views of others;

(D) adopt verbal and nonverbal strategies to accommodate needs of the listener and occasion;

(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others;

(F) make relevant contributions in conversations and discussions;

(G) express and defend a point of view using precise language and appropriate detail; and

(H) speak responsibly to present accurate, truthful, and ethical messages.

(17) Listening/speaking/presentations. The student prepares, organizes, and presents oral messages. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) present clear thesis statements and claims;

(B) support major thesis with logical points or arguments;

(C) choose valid evidence or proofs to support claims;

(D) use effective appeals to support points, claims, or arguments;

(E) use language and rhetorical strategies skillfully in informative and persuasive messages;

(F) analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies for presenting messages and performances;

(G) interpret literary texts such as telling stories, and interpreting scenes from narrative or dramatic texts or poems; and

(H) use feedback to judge effectiveness in communicating and setting goals for future presentations.

(18) Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) apply valid criteria to analyze, evaluate, and critique informative and persuasive messages;

(B) apply valid criteria to analyze, evaluate, and critique literary performances;

(C) use praise and suggestions of others to improve his/her own communication; and

(D) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language.

(19) Viewing/representing/interpretation. The student understands and interprets visual representations. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) describe how meanings are communicated through elements of design, including shape, line, color, and texture;

(B) analyze relationships, ideas, and cultures as represented in various media; and

(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

(20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) investigate the source of a media presentation or production such as who made it and why it was made;

(B) deconstruct media to get the main idea of the message's content;

(C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;

(D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;

(E) recognize genres such as nightly news, news-magazines, and documentaries and identify the unique properties of each; and

(F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.

(21) Viewing/representing/production. The student produces visual representations that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) examine the effect of media on constructing his/her own perception of reality;

(B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;

(C) use a range of techniques to plan and create a media text and reflect critically on the work produced;

(D) create media products to include a ten- to fifteen-minute investigative documentary, ad campaigns, political campaigns, or parodies to engage specific audiences; and

(E) create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.

§128.46. *Independent Study in English (One-Half to One Credit).*

(a) Introduction.

(1) Students enrolled in Independent Study in English write in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written compositions on a regular basis, and carefully examine their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Independent Study in English students are expected to write in a variety of forms, including business, personal, literary, and persuasive texts for a variety of audiences and purposes. Writing is used as a tool for learning as students create, clarify, critique, and express appreciation for others' ideas and responses. Independent Study in English students evaluate their own written work as well as the work of others. Students continue to read extensively in increasingly difficult texts selected in multiple genres for a variety of purposes. When comprehension breaks down, students effectively and efficiently monitor and adjust their use of a variety of comprehension strategies. Students respond to texts through talking and writing in both traditional print and electronic formats. Students connect their knowledge of the world and the knowledge they gather from other texts with the text being read.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than

they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(B) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Independent Study in English are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. The ESOL student must already have learned to read English in order to read to learn in independent study. The ability to write in English to discover, clarify, communicate and give permanence to thoughts is essential in order to express ideas in written English. Newly acquired skills in English will be used to increase the student's ability to identify, analyze, and evaluate the content and design of visual communication. It is recommended that the ESOL student be at the Advanced level to enroll.

(b) Knowledge and skills.

(1) Writing. The student uses writing as a tool for learning and research. The following expectations apply to the second

language learner at his/her level of proficiency in English. The student is expected to:

- (A) use writing to formulate questions, refine topics, and clarify ideas;
- (B) use writing to organize and support what is known and what needs to be learned about a topic;
- (C) compile information from primary and secondary sources using available technology;
- (D) use writing to discover, record, review, and learn;
- (E) organize notes from multiple sources, including primary and secondary sources in useful and informing ways;
- (F) link related information and ideas from a variety of sources;
- (G) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;
- (H) compile written ideas and representations, interpret empirical data into reports, summaries, or other formats, and draw conclusions; and
- (I) use writing as a tool such as to reflect, explore, or problem solve.

(2) Reading. The student inquires through reading and researching self-selected and assigned topics. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) read widely to establish a specific area of interest for further study;
- (B) generate relevant, interesting, and researchable questions with instructor guidance and approval;
- (C) locate appropriate print and non-print information using text and technical resources, including databases;
- (D) use text organizers such as overviews, headings, and graphic features to locate and categorize information;
- (E) organize and record new information in systematic ways such as notes, charts, and graphic organizers;
- (F) produce research projects and reports in various forms for audiences;
- (G) draw relevant questions for further study from the research findings or conclusions; and
- (H) conduct a research project(s), producing an original work in print or another medium with a demonstration of advanced skill.

(3) Viewing/representing. The student produces visual representations that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) use a range of techniques in planning and creating media text; and
- (B) prepare and present a research project.

§128.47. *Reading I, II, III (One-Half to Three Credits).*

- (a) Introduction.

(1) Reading I, II, III offers students instruction in word recognition and comprehension strategies and vocabulary to ensure that high school students have an opportunity to read with competence, confidence, and understanding. Students are given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students learn how various texts are organized and how authors choose language for effect. All of these strategies are applied in texts that cross the subject fields.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Beginning ESOL students associate utterances with meaning as they make inferences based on actions, visuals, text, tone of voice and inflections. Receptive language with some comprehension is acquired earlier than oral production. Beginning ESOL students produce spoken English with increasing accuracy and fluency to convey appropriate meaning. They read English using graphophonic cues, syntax, visuals, the context of the text, and their prior knowledge of language and structure of text.

(B) Intermediate ESOL students use the listening process to improve comprehension and oral skills in English. Through listening and speaking in meaningful interactions, they clarify, distinguish, and evaluate ideas and responses in a variety of situations. Intermediate ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate ESOL students read English using and applying developmental vocabulary to increase comprehension and produce written text to address a variety of audiences and purposes.

(C) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(D) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Reading I, II, III, elective courses, are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. The Beginning ESOL student reads English using meaning cues while acquiring sight vocabulary. The Intermediate ESOL student reads English using content area vocabulary to increase comprehension for a variety of texts and purposes. The Advanced ESOL student reads English using a developmental vocabulary to expand their reading in texts written in diversified modes for varied purposes. It is recommended that the ESOL student be at the Beginning, Intermediate, or Advanced level to enroll.

(b) Knowledge and skills.

(1) The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

(B) use the keys and entry information in dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words.

(2) The student reads with fluency and understanding in increasingly demanding texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read silently for a sustained period of time;

(B) read orally at a rate that enables comprehension; and

(C) adjust reading rate according to purpose for reading.

(3) The student reads for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read to complete a task, to gather information, to be informed, to solve problems, to answer questions, and for pleasure; and

(B) read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, technical documents, and other media.

(4) The student builds an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) expand vocabulary by reading, listening, and discussing;

(B) determine meanings by using context;

(C) use prefixes, roots, suffixes, word origins, and spelling to understand meanings; and

(D) employ reference aids such as glossary, dictionary, thesaurus, and available technology to determine meanings.

(5) The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) monitor his/her own reading and adjusts when understanding breaks down such as by rereading, using resources, and questioning;

(B) use previous experience to comprehend;

(C) determine and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;

(D) find similarities and differences across texts such as explanations, points of view, or themes;

(E) construct images based on text descriptions;

(F) organize, learn, and recall important ideas from texts and oral presentations such as note taking, outlining, using learning logs, rereading, scanning, and skimming;

(G) summarize texts by identifying main ideas and relevant details;

(H) make inferences such as drawing conclusions and making generalizations or predictions, supporting them with text evidence and experience;

(I) analyze and use text structures such as compare/contrast, cause/effect, and chronological order; and

(J) use test-taking skills such as highlighting, making marginal notes, previewing questions before reading, noticing key words, employing process of elimination, allotting time, and following directions.

(6) The student formulates and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) respond aesthetically, inquisitively, critically, and actively to texts;

(B) respond to text through discussion, journal writing, performance, and visual representation; and

(C) support responses by adjusting, giving evidence, and clarifying.

(7) The student reads texts to find information on self-selected and assigned topics. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) generate relevant, interesting, and researchable questions;

(B) locate appropriate print and non-print information using text and technical resources, including databases;

(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;

(D) organize and record new information such as notes, charts, and graphic organizers;

(E) communicate information gained from reading; and

(F) use compiled information and knowledge to raise additional unanswered questions.

(8) The student reads critically to evaluate texts and the credibility of sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) analyze the characteristics of well-constructed text;

(B) evaluate the credibility of information sources and their appropriateness for assigned and self-selected topics;

(C) describe how a writer's motivation, stance, or position may affect text credibility, structure, or tone;

(D) analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;

(E) apply modes of reasoning such as induction and deduction to think critically; and

(F) recognize logical and illogical arguments in text.

(9) The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) compare text events with his/her own and other readers' experiences; and

(B) recognize and discuss literary themes and connections that cross cultures.

§128.48. *Reading Application and Study Skills (One-Half Credit).*

(a) Introduction.

(1) High school students that require or request additional honing of the study skills, especially as the students prepare for the demands of college, may enroll in the one semester course, Reading Application and Study Skills. In this course, students learn techniques for learning from texts, including studying word meanings, producing

effective summaries, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In addition, students will have opportunities to respond critically to literary texts. In all cases, interpretations and understandings will be presented through varying forms, including through use of available technology. Students accomplish many of the objectives through wide reading as well as use of (cross-curricular) content texts-in preparation for post secondary schooling.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Intermediate ESOL students use the listening process to improve comprehension and oral skills in English. Through listening and speaking in meaningful interactions, they clarify, distinguish, and evaluate ideas and responses in a variety of situations. Intermediate ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate ESOL students read English using and applying developmental vocabulary to increase comprehension and produce written text to address a variety of audiences and purposes.

(B) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety

of modes to convey appropriate meaning according to their level of proficiency.

(C) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences which may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Reading Applications and Study Skills, an elective course, are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. The ESOL student will use native language as the foundation to increase reading skills in English for increasingly complex reading and thinking strategies for various purposes and texts. The student will exhibit increasingly complex study skills in order to attain mastery in content area courses and exit-level testing. It is recommended that the ESOL student be at the Intermediate or Advanced level to enroll.

(b) Knowledge and skills.

(1) The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read self-selected and assigned texts in such varied sources as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media; and

(B) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing.

(2) The student builds an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) expand vocabulary through wide reading, listening, and discussion;

(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;

(C) apply meanings of prefixes, roots, and suffixes to comprehend;

(D) investigate word origins as an aid to understanding meanings, derivations, and spellings;

(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage;

(F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and

(G) interpret the meaning of analogies in texts.

(3) The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) monitor his/her own reading strategies and make modifications when understanding breaks down such as rereading, using resources, and questioning;

(B) activate and draw upon background knowledge in order to comprehend;

(C) establish and adjust both immediate and overarching purposes for reading such as to find out, to understand, to interpret, to enjoy, or to solve problems; and

(D) construct images based on text descriptions.

(4) The student reads critically to evaluate texts and the authority of sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) analyze the characteristics of clear text;

(B) evaluate the credibility of information sources and their appropriateness for various needs;

(C) describe how a writer's motivation, expertise, or stance may affect text credibility, structure, or tone;

(D) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences;

(E) apply modes of reasoning such as induction and deduction to think critically; and

(F) recognize logical and illogical modes of persuasion in texts.

(5) The student uses study strategies to learn from text. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) learn and recall ideas and concepts from text such as previewing, skimming, scanning, rereading, and asking questions;

(B) recall important information by taking notes or making marginal notations;

(C) summarize information from text through the use of outlines, study guides, or learning logs;

(D) determine important information in test questions by highlighting and underlining;

(E) answer different types of questions, including test-like questions such as multiple choice, open-ended, literal, or interpretive;

(F) produce summaries of texts that include main ideas and their supporting details;

(G) draw inferences and support them with text evidence and experiences;

(H) draw conclusions from text information; and

(I) analyze text structures such as compare/contrast, cause/effect, or chronological order for how they influence understanding.

(6) The student inquires through reading and researching self-selected and assigned topics. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) generate relevant, interesting, and researchable questions;

(B) locate appropriate print and non-print information using text and technical resources, including databases;

(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;

(D) organize and record new information in systematic ways such as notes, charts, and graphic organizers;

(E) produce research projects and reports in various formats for audiences; and

(F) draw relevant questions for further study from the research findings or conclusions.

(7) The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) respond to literary texts through various outlets such as discussions, journals, oral interpretations, or enactments;

(B) respond to informational reading through varied and appropriate modes such as writings, performances, projects, graphic displays, and available technology;

(C) negotiate, clarify, and defend responses in large and small discussion groups;

(D) compare reviews of literature, film, and live performance with his/her own responses; and

(E) evaluate his/her own responses to reading for evidence of growth in insight, clarity, and support.

§128.49. *Analysis of Visual Media (One-Half Credit).*

(a) Introduction.

(1) Students need to be critical viewers, consumers, and producers of media texts. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. High school students enrolled in Analysis of Visual Media will interpret various media forms for a variety of purposes. In addition, students will critique and analyze the significance of visual representations and learn to produce media messages that communicate with others.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language

learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(B) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Analysis of Visual Media, an elective course, are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. The ESOL student will use English with increasing fluency to organize, connect, and express written ideas, developing proficiency in the production of effective media texts. It is recommended that the ESOL student be at the Advanced level to enroll.

(b) Knowledge and skills.

(1) The student recognizes/interprets visual representations as they apply to visual media. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify the historical development of visual media;

(B) distinguish the purposes of various media forms such as information, entertainment, and persuasion; and

(C) recognize strategies used by media to inform, persuade, entertain, and transmit culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.

(2) The student analyzes and critiques the significance of visual representations. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols;

(B) compare and contrast media with other art forms;

(C) analyze techniques used in visual media;

(D) explore the emotional and intellectual effects of visual media on viewers; and

(E) recognize how visual and sound techniques convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music.

(3) The student produces visual representations that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use a variety of forms and technologies to communicate specific messages;

(B) use a range of techniques to plan and create a media text and reflect critically on the work produced;

(C) study the relationship between subject matter and choice of media for presenting that subject; and

(D) create, present, test, analyze response, and revise a project using such data-gathering techniques as questionnaires, group discussions, and feedback forms.

§128.50. *Media Literacy-Speech (One Credit).*

(a) Introduction.

(1) Mass media influence the way meanings and realities are created and shared in contemporary society. Students enrolled in Media Literacy will develop their skill in understanding, analyzing, using, and producing media intelligently. High school students should realize that media can be a vehicle for full participation in academic, social, and democratic processes. Students enrolled in Media Literacy will understand how media influence our tastes, our behavior, our purchasing, and our voting decisions. Students who are media literate understand television, radio, film, and other visual images and auditory messages.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(B) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Media Literacy-Speech, an elective course, are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. The ESOL student uses his/her own present and past cultural experiences and understandings as a basis for acquiring media literacy. It is recommended that the ESOL student be at the Advanced level to enroll.

(b) Knowledge and skills.

(1) History. The student traces the history and evolution of media used for mass communication. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) trace the history and development of each mass medium;

(B) examine the development of the technologies that influence each medium; and

(C) analyze the historical contributions made by various media personnel.

(2) Functions. The student recognizes the functions of mass media. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) analyze the roles of media as sources of information, entertainment, persuasion, and education; and

(B) analyze strategies used by media to inform, persuade, entertain, and educate.

(3) Regulations. The student identifies and analyzes regulations that govern media. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify the appropriate government agencies that regulate media; and

(B) analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.

(4) Influences. The student analyzes the influence of media. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) analyze the influence of viewing and listening habits on individuals;

(B) analyze the influence of media on consumers;

(C) analyze the influence of media in shaping various governmental, social, and cultural norms; and

(D) analyze the influence of media on the democratic processes.

(5) Production. The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:

(A) analyze the contributions and responsibilities of various media personnel;

(B) analyze techniques for producing media messages for specific purposes and effects;

(C) develop skills for organizing, writing and designing media messages for specific purposes and effects;

(D) develop technical and communication skills needed by various media personnel;

(E) plan, organize, produce, and present media messages; and

(F) evaluate media messages and products.

(6) Evaluation. The student evaluates mass media. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) analyze and evaluate standards for "quality programming";

(B) determine the contributions of media on the democratic process;

(C) analyze and evaluate media's efforts to address social and cultural problems;

(D) analyze and propose possible ways to improve mass media; and

(E) formulate guidelines for using media effectively to achieve governmental, societal, and cultural goals.

§128.51. *Literary Genres (One-Half to One Credit).*

(a) Introduction.

(1) Students enrolled in Literary Genres will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer's craft. High school students will discover how well written literary text can serve as models for their own writing. High school students respond to texts through such varied avenues as talk, print, and electronic formats to connect their knowledge of the world with the text being read.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Intermediate ESOL students use the listening process to improve comprehension and oral skills in English.

Through listening and speaking in meaningful interactions, they clarify, distinguish, and evaluate ideas and responses in a variety of situations. Intermediate ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate ESOL students read English using and applying developmental vocabulary to increase comprehension and produce written text to address a variety of audiences and purposes.

(B) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(C) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences which may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Literary Genres, an elective course, are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. The ESOL student uses his/her own background and understandings, drawing upon present and past cultural experiences, classroom resources and instruction to read and compose increasingly complex texts in English. It is recommended that the ESOL student be at the Intermediate or Advanced level to enroll.

(b) Knowledge and skills.

(1) The student builds an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) expand vocabulary through wide reading, listening, and discussion;

(B) investigate word origins as an aid to understanding meanings, derivations, and spellings, as well as influences on the English language; and

(C) discriminate between connotative and denotative meanings and interpret the connotative power of words.

(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) compare and contrast varying aspects of texts such as themes, conflicts and allusions;

(B) propose and provide examples of themes that cross texts;

(C) connect literature to historical context, current events, and his/her own experiences;

(D) analyze relevance of setting and time frame to text's meaning;

(E) identify basic conflicts;

(F) describe the development of plot and how conflicts are addressed and resolved;

(G) analyze characters' traits, motivations, changes, and stereotypical features;

(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text;

(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric;

(J) identify and analyze text structures;

(K) recognize archetypes, motifs, and symbols across texts, including heroes and beneficence of nature such as *Dawn*;

(L) analyze distinctive features of text genre such as biography, historical fiction, short story, dramatic literature, or poetry;

(M) identify how authors create suspense; and

(N) tell how points of view affect tone, characterization, and credibility.

(3) The student reads critically to evaluate texts and the authority of sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) analyze the characteristics of well-constructed texts;

(B) describe how a writer's motivation, stance, or position may affect text credibility, structure, or tone; and

(C) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.

(4) The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) compare text events with his/her own and other readers' experiences;

(B) recognize distinctive and shared characteristics of cultures through wide reading; and

(C) recognize and discuss themes and connections that cross cultures.

(5) The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use writing to discover, record, review, and learn; and

(B) link related information and ideas from a variety of sources.

(6) The student communicates with writers inside and outside the classroom, including those representing different cultures. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) examine strategies that writers in different fields use to compose; and

(B) recognize how writers represent and reveal their cultures and traditions in texts.

§128.52. *Creative and Imaginative Writing (One-Half to One Credit).*

(a) Introduction.

(1) The study of creative and imaginative writing allows high school students to earn one-half to one credit while developing versatility as a writer. A rigorous composition course, Creative and Imaginative Writing requires high school students to demonstrate their skill in such forms of writing as essays, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The student's evaluation of his/her own writing as well as the writing of others insures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Intermediate ESOL students use the listening process to improve comprehension and oral skills in English. Through listening and speaking in meaningful interactions, they clarify, distinguish, and evaluate ideas and responses in a variety of situations. Intermediate ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate ESOL students read English using and applying developmental vocabulary to increase comprehension and produce written text to address a variety of audiences and purposes.

(B) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(C) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences which may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Creative and Imaginative Writing, an elective course, are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. For students whose first language is other than English, the native language is needed as a foundation for developing fluency and competency in English vocabulary and composition skills. The ESOL student uses his/her own background and understandings, present and past cultural experiences, classroom resources and instruction to read and compose creative and imaginative writings. It is recommended that the ESOL student be at the Intermediate or Advanced level to enroll.

(b) Knowledge and skills.

(1) The student writes for a variety of audiences and purposes to develop versatility as a writer. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write expressive, informative, and persuasive literary texts effectively;

(B) demonstrate the distinguishing characteristics of various written forms such as essays, short stories, poetry, and drama in his/her own writing;

(C) elaborate by using concrete images, figurative language, sensory observation, dialogue, and other rhetorical devices to enhance meaning;

(D) employ various points of view to communicate effectively;

(E) choose topics and forms to develop fluency and voice;

(F) use word choice, sentence structure, and repetition to create tone; and

(G) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) select and apply prewriting strategies to generate ideas, develop voice, and plan;

(B) develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting;

(C) use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose;

(D) use effective sequence and transitions to achieve coherence and meaning;

(E) revise drafts by rethinking content, organization, and style to better accomplish the task;

(F) frequently refines selected pieces to publish for general and specific audiences;

(G) proofread and edit as appropriate for the conventions of standard written English using resources as needed;

(H) use available technology for aspects of creating, revising, editing, and publishing texts; and

(I) write both independently and/or collaboratively.

(3) The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) produce legible written work, including handwritten, word processed, and typed documents;

(B) use correct capitalization and punctuation;

(C) spell with accuracy in the final draft; and

(D) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.

(4) The student evaluates his/her own writing and the writings of others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various points of view, literary devices, and figurative language;

(B) apply criteria generated by self and others to evaluate writing; and

(C) accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer.

§128.53. *Research and Technical Writing (One-Half to One Credit).*

(a) Introduction.

(1) The study of technical writing allows high school students to earn one-half to one credit while developing skills necessary for writing persuasive and informative texts such as essays, reports, proposals, and memoranda. This rigorous composition course requires high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of his/her own writing as well as the writing of others insures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety

of modes to convey appropriate meaning according to their level of proficiency.

(B) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Research and Technical Writing, an elective course, are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. For students whose first language is other than English, the native language serves as the foundation for developing fluency and competency in written English. The ESOL student draws upon past experiences, classroom resources, and instruction to compose proficiently in English. It is recommended that the ESOL student be at the Advanced level to enroll.

(b) Knowledge and skills.

(1) The student writes for a variety of purposes and audiences. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) write informative and persuasive texts, including essays, reports, and proposals;

(B) use the distinguishing characteristics of various written forms such as essays, scientific reports, speeches, and memoranda;

(C) write in voice and style appropriate to audience and purpose; and

(D) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) select and apply prewriting strategies to generate ideas, develop voice, and plan;

(B) employ precise language and technical vocabulary to communicate ideas clearly and concisely;

(C) use sentence structure, organization, and rhetorical devices appropriate to audience and purpose;

(D) use effective sequence and transitions to achieve coherence and meaning;

(E) revise drafts by rethinking content, organization, and style to better accomplish the task;

(F) proofread and edit as appropriate for the conventions of standard written English;

(G) use resources such as texts and other people for editing;

(H) use available technology for aspects of creating, revising, editing, and publishing texts; and

(I) write both independently and collaboratively.

(3) The student writes to investigate self-selected and assigned topics. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use writing such as learning logs to formulate questions, refine topics, and clarify ideas;

(B) compile information from primary and secondary sources using available technology;

(C) organize and link related information from multiple sources;

(D) represent information in a variety of ways such as graphics and conceptual maps; and

(E) compile written ideas, representations, and interpretations into reports, summaries, or other formats and draw conclusions.

(4) The student applies the conventions of usage and mechanics of written English. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) produce legible written work, including handwritten, word processed, and typed documents;

(B) use correct capitalization and punctuation;

(C) use correct spelling in the final draft;

(D) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts;

(E) use appropriate technical vocabulary; and

(F) consistently use a manual or form such as *Modern Language Association (MLA)*, *American Psychological Association (APA)*, and *The Chicago Manual of Style (CMS)*.

(5) The student evaluates his/her own writing and the writing of others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) analyze and discuss published pieces as writing models;

(B) apply criteria to evaluate writing; and

(C) accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer.

§128.54. *Practical Writing Skills (One-Half to One Credit)*.

(a) Introduction.

(1) The study of writing allows high school students to earn one-half to one credit while developing skills necessary for composing business letters and requests for information, as well as

for completing job applications and resumé. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, and the effective use of vocabulary. Students are expected to understand the recursive nature of the writing process. The student's evaluation of his/her own writing as well as the writing of others insures that students completing this course are able to analyze and evaluate their writing.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Intermediate ESOL students use the listening process to improve comprehension and oral skills in English. Through listening and speaking in meaningful interactions, they clarify, distinguish, and evaluate ideas and responses in a variety of situations. Intermediate ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate ESOL students read English using and applying developmental vocabulary to increase comprehension and produce written text to address a variety of audiences and purposes.

(B) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety

of modes to convey appropriate meaning according to their level of proficiency.

(C) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences which may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Practical Writing Skills are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. For students whose first language is other than English, the native language serves as the foundation for developing fluency and competency in written English. The ESOL student uses English with increasing fluency to organize, connect and express written ideas. The student generates ideas drawing upon his/her native language proficiencies to write in English. It is recommended that the ESOL student be at the Intermediate or Advanced level to enroll.

(b) Knowledge and skills.

(1) The student writes for a variety of audiences and purposes. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) compose business letters with accuracy and clarity;
- (B) compose inquiries and requests;
- (C) write for authentic, persuasive purposes;
- (D) complete written tasks associated with job application such as application form, letters of application, and resumé;
- (E) complete order forms; and
- (F) take notes.

(2) The student relies increasingly on the conventions and mechanics of written English to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) produce legible written work, including handwritten, word processed, and typed documents;
- (B) employ written conventions appropriately such as capitalizing and punctuating for various forms such as business letters and resumé; and
- (C) use correct spelling for final products.

(3) The student appropriately applies the rules of usage and grammar to communicate clearly and effectively. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms;

(B) use varied sentence structures to express meanings and achieve desired effect; and

(C) use appropriate vocabulary.

(4) The student selects and uses recursive writing processes as appropriate for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) select and apply prewriting strategies to generate ideas, develop voice, and plan;

(B) develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting;

(C) use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose;

(D) use effective sequence and transitions to achieve coherence and meaning;

(E) revise drafts by rethinking content, organization, and style to better accomplish the task;

(F) edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft;

(G) use resources such as texts and other people as needed for editing;

(H) proofread writing; and

(I) use available technology for creating, revising, editing, and publishing texts.

(5) The student evaluates his/her own writing and the writing of others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) evaluate how well his/her own writing achieves its purposes;

(B) analyze and discuss published pieces as writing models;

(C) apply criteria generated by self and others to evaluate writing; and

(D) accumulate and review his/her own written work to determine its strengths and weaknesses and to set goals as a writer.

§128.55. *Humanities (One Credit).*

(a) Introduction.

(1) Humanities is an interdisciplinary course in which students recognize writing as an art form. Students read widely to understand how various authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and the other fine arts. Humanities is a rigorous course of study in which high school students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations. Students read widely to

understand the commonalities that literature shares with the fine arts. In addition, students use written composition to show an in-depth understanding of creative achievements in the arts and literature and how these various art forms are a reflection of history. All students are expected to participate in classroom discussions and presentations that lead to an understanding, appreciation, and enjoyment of critical, creative achievements throughout history. Understanding is demonstrated through a variety of media.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(B) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Humanities, an elective course, are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. The ESOL student will draw upon his/her reading proficiencies to respond to various texts, using strategies to demonstrate expanded reading, writing, analyzing, and critiquing of visual images and meanings. It is recommended that the ESOL student be at the Advanced level to enroll.

(b) Knowledge and skills.

(1) The student reads widely to recognize writing as an art form. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read widely to understand authors' craft and to discover models to use in his/her own writing;

(B) recognize the major historical and cultural movements as reflected in various art forms;

(C) identify the elements common to literature and other fine arts;

(D) read literary responses to political, social, and philosophical movements;

(E) identify elements of literary creativity;

(F) develop and apply criteria for evaluating literary works and other art forms; and

(G) read widely to see connections (commonalities) that literature shares with fine arts.

(2) The student expresses and supports responses to various types of texts and compositions. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) respond to aesthetic elements in texts and other art forms through various outlets such as discussions, journals, oral interpretations, and enactments;

(B) use elements of text and other art forms to defend his/her own responses and interpretations;

(C) compare reviews of literature, film performance, and other art forms with his/her own responses;

(D) evaluate his/her own responses to text and other art forms for evidence of growth; and

(E) identify and analyze how various art forms are a reflection of history such as political, social, and philosophical movements.

(3) The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) show an in-depth understanding of creative achievements in literature and the arts through writing;

(B) describe how personal creativity is expressed within the requirements of an art form;

(C) describe the relationship between form and expression; and

(D) analyze art forms.

(4) The student speaks clearly and effectively to audiences for a variety of purposes. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements, such as:

(i) discuss how personal creativity is expressed within the requirements of an art form;

(ii) discuss conditions that encourage creativity;

(iii) discuss the relationship between form and expression; and

(iv) discuss the major historical and cultural movements as are reflected in various art forms; and

(B) analyze art forms orally, such as:

(i) discuss structural elements common to literature and the other fine arts;

(ii) discuss literary responses to political, social, and philosophical movements;

(iii) discuss elements of literary creativity;

(iv) discuss criteria for evaluating literary works and other art forms; and

(v) evaluate (orally) literary works and other art forms.

(5) The student understands and interprets visual representations. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) describe how personal creativity is expressed within the requirements of an art form and through the elements of artistic design;

(B) identify conditions that encourage creativity; and

(C) explore the relationship between form and expression.

(6) The student analyzes and critiques the significance of visual representations. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) recognize and evaluate how literature and various other art forms convey messages; and

(B) examine the impact of literature and various other art forms.

§128.56. *Speech Communication (One Credit).*

(a) Introduction.

(1) Understanding and developing skills in oral communication are fundamental to all other learning and to all levels of human interaction. Students must understand concepts and processes involved in sending and receiving oral messages, evaluating, and using nonverbal communication, and listening for a variety of purposes. In Speech Communication, students develop communication competence in interpersonal, group, and public interaction to establish and maintain productive relationships and function effectively in social, academic, and citizenship roles.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Intermediate ESOL students use the listening process to improve comprehension and oral skills in English. Through listening and speaking in meaningful interactions, they clarify, distinguish, and evaluate ideas and responses in a variety of situations. Intermediate ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate ESOL students read English using and applying developmental vocabulary to increase comprehension and produce written text to address a variety of audiences and purposes.

(B) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety

of modes to convey appropriate meaning according to their level of proficiency.

(C) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences which may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Speech Communication, an elective course, are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. The student whose first language is other than English communicates with an increasing command of English. The ESOL student may orally exhibit linguistic features of the native language. It is recommended that the ESOL student be at the Intermediate or Advanced level to enroll.

(b) Knowledge and skills.

(1) Communication process. The student demonstrates knowledge of communication as a process for exchanging messages and creating meaning. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) explain the importance of communication in daily interaction;

(B) identify and analyze the related components of the communication process as a foundation for communication skills;

(C) identify characteristics of oral language and analyze standards for using oral language appropriately;

(D) identify types of nonverbal communication and analyze their effects;

(E) identify the components of the listening process;

(F) identify and analyze standards for making communication choices considering, appropriateness for self, listener, occasion, and task;

(G) explain how perceptions of self and others influence communication;

(H) explain how knowledge, attitudes, needs, and priorities influence communication;

(I) recognize how culture influences communication; and

(J) identify and analyze responsibilities of communicators.

(2) Interpersonal. The student uses appropriate interpersonal communication strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) explain the importance of productive, interpersonal communication;

(B) identify characteristics of effective interpersonal communication such as courtesy, tact, and assertiveness;

(C) use language appropriately in a variety of interpersonal situations;

(D) use appropriate nonverbal communication in interpersonal situations;

(E) use critical, reflective, and empathic listening skills to enhance interpersonal relationships;

(F) participate appropriately in conversations for a variety of purposes;

(G) use effective strategies for making communication decisions, solving problems, and managing conflicts; and

(H) analyze and evaluate the appropriateness of own communication and the communication of others in interpersonal situations.

(3) Group. The student uses appropriate communication in group situations. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) explain the importance of groups in a democratic society;

(B) identify the purposes and functions of various types of informal and formal groups;

(C) demonstrate understanding of basic theories and principles of effective group dynamics;

(D) analyze roles assumed by group members and their influence on group effectiveness;

(E) use appropriate verbal, nonverbal, and listening strategies to communicate effectively in groups;

(F) use effective strategies for problem solving, conflict management, and consensus building in groups;

(G) use parliamentary procedure effectively;

(H) prepare, organize, and present group discussions for an audience;

(I) make appropriate impromptu contributions and/or speeches in group decision making; and

(J) evaluate group effectiveness.

(4) Speech preparation. The student uses appropriate processes and skills for preparing speeches. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) analyze audience, purpose, and occasion;

(B) apply appropriate criteria for choosing and limiting topics;

(C) choose and limit purposes for speeches;

(D) research topics for speeches using a variety of primary, secondary, and electronic sources;

(E) organize speeches using the traditional elements of speech form, including an introduction, body, and conclusion;

(F) use logical patterns of organization such as chronological, topical, and cause/effect to develop specific topics;

(G) organize and develop outlines to reflect logical speech form;

(H) use appropriate logical, ethical, and emotional proofs to support and clarify points;

(I) choose appropriate devices for introductions and conclusions;

(J) use appropriate rhetorical strategies such as clear transition statements, signposts, previews, and summaries for clarity;

(K) make effective choices for using language in speeches such as informal usage for effect, standard English for clarity, and technical language for specificity;

(L) write manuscripts for speeches to enhance oral style and facilitate memory; and

(M) produce and use concise notes and/or visual aids appropriately.

(5) Speech form. The student analyzes speech form. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) explain the importance of public dialogue in a democratic society;

(B) identify and analyze the functions of traditional elements of speech form, including introductions, bodies, and conclusions;

(C) analyze the characteristics of speeches to inform, persuade, or inspire; and

(D) analyze oral and written models of speeches as a basis for developing speech skills.

(6) Speech presentation. The student uses appropriate strategies to rehearse and present. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use appropriate techniques and strategies to overcome communication apprehension, build self-confidence, gain command of ideas and information, and revise speeches;

(B) use language clearly and appropriately;

(C) use nonverbal strategies appropriately;

(D) use notes, manuscripts, rostrum, visual aids, or electronic devices appropriately; and

(E) demonstrate a lively sense of interaction with audiences.

(7) Speech evaluation. The student uses appropriate strategies to analyze and evaluate speeches. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) analyze and evaluate oral and written speech models;

(B) use critical listening skills to evaluate speeches;
and

(C) provide oral or written critiques of his/her own and others' speeches.

§128.57. *Public Speaking I, II, III (One-Half to One Credit).*

(a) Introduction.

(1) In order to have full participation in the democratic process, students must have a good understanding of public dialogue. Students must learn the concepts and skills related to preparing and presenting public messages and to analyzing and evaluating the messages of others. Within this process, students will gain skills in reading, writing, speaking, listening, and thinking and will examine areas such as invention, organization, style, memory, and delivery.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Intermediate ESOL students use the listening process to improve comprehension and oral skills in English. Through listening and speaking in meaningful interactions, they clarify, distinguish, and evaluate ideas and responses in a variety of situations. Intermediate ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate ESOL students read English using and applying developmental vocabulary to increase comprehension and produce written text to address a variety of audiences and purposes.

(B) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and

analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(C) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences which may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Public Speaking I, II, III, elective courses, are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. The ESOL student will use communicative skills with increasing fluency in English to develop speaking, listening, and literacy; to prepare and present public messages; and to analyze and evaluate the messages of others. It is recommended that the ESOL student be at the Intermediate or Advanced level to enroll.

(b) Knowledge and skills.

(1) Rhetoric. The student traces the development of the rhetorical perspective. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) recognize the influence of classical rhetoric in shaping Western thought;

(B) explain and use the classical rhetorical canons of invention, organization, style, memory, and delivery;

(C) analyze how modern public address influences public opinion and policy in a democracy;

(D) analyze the ethical responsibilities that accompany freedom of speech;

(E) develop and use critical, deliberative, evaluative, empathic, and appreciative listening skills to analyze and evaluate speeches; and

(F) apply knowledge and understanding of rhetoric to analyze and evaluate oral or written speeches.

(2) Speech forms. The student recognizes and analyzes varied speech forms. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify and analyze the traditional elements of speech form, including introduction, body, and conclusion;

(B) identify and analyze logical patterns of organization for specific speech forms;

(C) identify and analyze the characteristics of a speech to inform;

(D) identify and analyze the characteristics of a speech to persuade, including propositions of fact, value, problem, and/or policy;

(E) identify and analyze characteristics of speeches for special occasions; and

(F) analyze and evaluate the rhetorical elements in models of speeches that inform, persuade, or inspire.

(3) Invention. The student plans speeches. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify and analyze the audience and occasion as a basis for choosing speech strategies;

(B) select and limit topics for speeches considering his/her own interests, timeliness, and importance of the topic;

(C) select and limit purposes for speeches;

(D) research topics using primary and secondary sources, including electronic technology; and

(E) analyze oral and written speech models to evaluate the topic, purpose, audience, and occasion.

(4) Organization. The student organizes speeches. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) apply knowledge of speech form to organize and design speeches;

(B) organize speeches effectively for specific topics and purposes, audiences, and occasions;

(C) choose logical patterns of organization for bodies of speech;

(D) prepare outlines reflecting logical organization; and

(E) analyze and evaluate the organization of oral or written speech models.

(5) Proofs. The student uses valid proofs and appeals in speeches. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches;

(B) choose logical proofs that meet standard tests of evidence;

(C) use logical, ethical, and emotional proofs and appeals to support and clarify in speeches;

(D) choose proofs and appeals that enhance a specific topic, purpose, and tone;

(E) choose and develop appropriate devices for introductions and conclusions;

(F) choose or produce effective visual supports; and

(G) analyze and evaluate the proofs and appeals used in oral or written speech models.

(6) Style. The student develops skills in using oral language in public speeches. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) distinguish between oral and written language styles;

(B) write manuscripts to facilitate language choices and enhance oral style;

(C) use rhetorical and stylistic devices to achieve clarity, force, and aesthetic effect;

(D) use informal, standard, and technical language appropriately;

(E) employ previews, transitions, summaries, signposts, and other appropriate rhetorical strategies to enhance clarity; and

(F) evaluate a speaker's style in oral or written speech models.

(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas;

(B) rehearse and employ a variety of delivery strategies;

(C) develop verbal, vocal, and physical skills to enhance presentations;

(D) use notes, manuscripts, rostrum, microphone, visual aids, and/or electronic devices; and

(E) maintain a lively sense of interaction with an audience.

(8) Evaluation. The student analyzes and evaluates speeches. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use critical, deliberative, and appreciative listening skills to evaluate speeches; and

(B) critique speeches using knowledge of rhetorical principles.

§128.58. *Communication Applications (One-Half Credit).*

(a) Introduction.

(1) For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem solving processes. Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional

and social success in interpersonal situations, group interactions, and personal and professional presentations.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Intermediate ESOL students use the listening process to improve comprehension and oral skills in English. Through listening and speaking in meaningful interactions, they clarify, distinguish, and evaluate ideas and responses in a variety of situations. Intermediate ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate ESOL students read English using and applying developmental vocabulary to increase comprehension and produce written text to address a variety of audiences and purposes.

(B) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(C) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences which may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral

proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Communication Applications are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. The ESOL student increases in communication skills with the increasing command of English. It is recommended that the ESOL student be at the Intermediate or Advanced level to enroll.

(b) Knowledge and skills.

(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) explain the importance of effective communication skills in professional and social contexts;

(B) identify the components of the communication process and their functions;

(C) identify standards for making appropriate communication choices for self, listener, occasion, and task;

(D) identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately;

(E) identify types of nonverbal communication and their effects;

(F) recognize the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance;

(G) identify the components of the listening process;

(H) identify specific kinds of listening such as critical, deliberative, and empathic;

(I) recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions;

(J) identify and analyze ethical and social responsibilities of communicators; and

(K) recognize and analyze appropriate channels of communication in organizations.

(2) Interpersonal. The student uses appropriate interpersonal-communication strategies in professional and social contexts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify types of professional and social relationships, their importance, and the purposes they serve;

(B) employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships;

(C) use communication-management skills to build confidence and develop appropriate assertiveness, tact, and courtesy;

(D) use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;

(E) make clear appropriate requests, give clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others;

(F) participate appropriately in conversations;

(G) communicate effectively in interviews;

(H) identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age; and

(I) analyze and evaluate the effectiveness of own and others' communication.

(3) Group communication. The student communicates effectively in groups in professional and social contexts. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify kinds of groups, their importance, and the purposes they serve;

(B) analyze group dynamics and processes for participating effectively in groups, committees, or teams;

(C) identify and analyze the roles of group members and their influence on group dynamics;

(D) demonstrate skills for assuming productive roles in groups;

(E) use appropriate verbal, nonverbal, and listening strategies to promote group effectiveness;

(F) identify and analyze leadership styles;

(G) use effective communication strategies in leadership roles;

(H) use effective communication strategies for solving problems, managing conflicts, and building consensus in groups; and

(I) analyze the participation and contributions of group members and evaluate group effectiveness.

(4) Presentations. The student makes and evaluates formal and informal professional presentations. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) analyze the audience, occasion, and purpose when designing presentations;

(B) determine specific topics and purposes for presentations;

(C) research topics using primary and secondary sources, including electronic technology;

(D) use effective strategies to organize and outline presentations;

(E) use information effectively to support and clarify points in presentations;

(F) prepare scripts or notes for presentations;

(G) prepare and use visual or auditory aids, including technology, to enhance presentations;

(H) use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information;

(I) use effective verbal and nonverbal strategies in presentations;

(J) prepare, organize, and participate in an informative or persuasive group discussion for an audience;

(K) make individual presentations to inform, persuade, or motivate an audience;

(L) participate in question and answer sessions following presentations;

(M) apply critical-listening strategies to evaluate presentations; and

(N) evaluate effectiveness of his/her own presentation.

§128.59. *Oral Interpretation I, II, III (One to Three Credits).*

(a) Introduction.

(1) In Oral Interpretation, students study the oral reading or performance of a literary text as a communication art. Students enrolled in Oral Interpretation I, II, III will select, research, analyze, adapt, interpret, and perform literary texts. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different

proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Intermediate ESOL students use the listening process to improve comprehension and oral skills in English. Through listening and speaking in meaningful interactions, they clarify, distinguish, and evaluate ideas and responses in a variety of situations. Intermediate ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate ESOL students read English using and applying developmental vocabulary to increase comprehension and produce written text to address a variety of audiences and purposes.

(B) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(C) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences which may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Oral Interpretation I, II, III, elective courses, are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. The ESOL student will broaden his/her human and cultural understanding through the analysis and oral performance of literature. Reading, writing, speaking, listening, and creative problem solving skills will be developed by analyzing and orally interpreting literature. It is recommended that the ESOL student be at the Intermediate or Advanced level to enroll.

(b) Knowledge and skills.

(1) Definition and theory. The student recognizes oral interpretation as a communication art. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) explain contemporary definitions and theories of oral interpretation as a communication art;

(B) analyze the role of the interpreter and the ethical responsibilities to the author, the literary text, and the audience; and

(C) develop and use a workable theory of interpretation as a basis for performance choices.

(2) Selection. The student selects literature for performance. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) select literature appropriate for the reader, the audience, and the occasion;

(B) apply standards of literary merit when selecting literature for individual or group performance;

(C) choose literature that can be appropriately adapted; and

(D) select performance materials from a variety of literary genre.

(3) Research. The student uses relevant research to promote understanding of literary works. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) read the text to grasp the author's meaning, theme, tone, and purpose; and

(B) research the author, author's works, literary criticism, allusions in the text, definition and pronunciations of words to enhance understanding and appreciation of the chosen text.

(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify and analyze the literary form or genre;

(B) identify and analyze structural elements in the chosen text;

(C) identify and analyze the narrative voice and/or other speakers (personae) in the literature;

(D) identify and analyze the time, place, and atmosphere (locus);

(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom, where, when and for what reason;

(F) analyze individual units such as paragraphs, versus, sentences, and lines for meaning and specificity;

(G) identify descriptive phrases, figures of speech, stylistic devices, and word choices to analyze the imagery in the text;

(H) trace the emotional progression of the text; and

(I) recognize literal and symbolic meanings, universal themes, or unique aspects of the text.

(5) Adaptation. The student adapts written text for individual or group performance based on appropriate research and analysis. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) maintain ethical responsibility to author, text, and audience when adapting literature;

(B) apply appropriate criteria for lifting scenes and cutting literary selections;

(C) use effective strategies for planning and organizing programs focused on a specific theme, author, or central comment; and

(D) write appropriate introductions, transitions, and/or conclusions to supplement the text.

(6) Interpretation. The student applies research and analysis to make appropriate performance choices. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) justify the use or nonuse of manuscript or other aids;

(B) justify strategies for the use of focus, gesture, and movement;

(C) justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause;

(D) justify the use of dialect, pronunciation, enunciation, or articulation; and

(E) use research, analysis, personal experiences, and responses to the literature to justify performance choices.

(7) Rehearsal and performance. The student uses insights gained from research and analysis to rehearse and perform literature for a variety of audiences and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use effective rehearsal strategies to promote internalization and visualization of the text;

(B) use appropriate rehearsal strategies to develop confidence and enhance effective communication of the text to an audience in individual and group performance;

(C) participate in effective group decision-making processes to prepare and present group performances; and

(D) present individual and group performances.

(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) listen critically and appreciatively and respond appropriately to performance of others;

(B) analyze and evaluate various performance styles;

(C) use a variety of techniques to evaluate and critique own and others' performances; and

(D) set goals for future performances based on evaluation.

§128.60. *Debate I, II, III (One to Three Credits).*

(a) Introduction.

(1) Controversial issues arise in aspects of personal, social public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues and clashes of opinion.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(B) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Debate I, II, III, elective courses, are

described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. The ESOL student will use expressive and receptive skills with increasing fluency in English to develop skills in debate and argumentation, as well as in decision making and conflict resolution. These skills will be used for the student to become interested in current issues, develop critical thinking, and sharpen communication skills. It is recommended that the ESOL student be at the Advanced level to enroll.

(b) Knowledge and skills.

(1) Role in Society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify the historical and contemporary use of debate in social, political, and religious arenas;

(B) examine the role of the forensic progression of discussion, persuasion, and debate in dealing with controversial issues; and

(C) recognize the role of argumentation and debate as an effective means of analyzing issues, discovering truth, finding solutions to problems, and understanding opposing viewpoints.

(2) Analysis of issues. The student analyzes controversial issues. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use appropriate standards to analyze and interpret propositions of fact, value, problem, and policy;

(B) accurately phrase and define debatable propositions;

(C) analyze and evaluate propositions and related issues presented in academic and public settings; and

(D) recognize, analyze, and use various debate formats to support propositions.

(3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) explain the concept of a value as it applies to a debate;

(B) analyze the role of value assumptions in formulating and evaluating argument;

(C) analyze the works of classical and contemporary philosophers;

(D) apply various standards for evaluating propositions of value;

(E) apply value assumptions and/or classical and contemporary philosophies appropriately in formulating arguments;

(F) develop and use valid approaches to construct affirmative and negative cases;

(G) use valid proofs appropriately to support claims in propositions of value;

(H) construct briefs for value propositions; and

(I) apply voting criteria to value propositions.

(4) Propositions of policy. The student develops and demonstrates skills for debating propositions of policy. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) evaluate implications of stock issues in affirmative and negative case construction and refutation;

(B) use and evaluate a variety of valid affirmative and negative strategies to construct affirmative and negative cases;

(C) construct debate briefs for policy propositions; and

(D) analyze and adapt approaches to accommodate a variety of judging paradigms.

(5) Logic. The student applies critical thinking, logic, and reasoning in debate. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) analyze and create arguments using various forms of logic such as inductive and deductive reasoning, syllogisms, traditional models of logic, and cause-effect;

(B) identify fallacies in reasoning and apply standards of validity and relevancy in analyzing and constructing argument; and

(C) analyze the role of value assumptions in personal, social, and political conflicts.

(6) Proof. The student utilizes research and proof in debate. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) locate and use a variety of reliable technological and print sources;

(B) identify and apply standard tests of evidence for choosing appropriate logical proofs;

(C) demonstrate skill in recording and organizing information; and

(D) observe ethical guidelines for debate research and use of evidence.

(7) Case construction. The student identifies and applies the basic concepts of debate case construction. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify the roles and responsibilities of the affirmative and negative positions;

(B) explain and apply the distinctive approaches to prima facie case construction; and

(C) use a variety of approaches to construct logical affirmative and negative cases.

(8) Refutation. The student identifies and applies the basic concepts of argumentation and refutation. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) listen critically to formulate responses;

(B) take accurate notes during argumentation (flow a debate);

(C) analyze and apply a variety of approaches for refuting and defending arguments;

(D) recognize and use effective cross-examination strategies; and

(E) extend cross-examination responses into refutation.

(9) Delivery. The student uses effective communication skills in debating. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use precise language and effective verbal skills in argumentation and debate;

(B) use effective nonverbal communication in argumentation and debate;

(C) use effective critical-listening strategies in argumentation and debate;

(D) demonstrate ethical behavior and courtesy during debate; and

(E) develop extemporaneous speaking skills.

(10) Evaluation. The student evaluates and critiques debates. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) use a knowledge of debate principles to develop and apply evaluation standards for various debate formats; and

(B) provide valid and constructive written and/or oral critiques of debates.

§128.61. *Independent Study in Speech (One-Half to One Credit).*

(a) Introduction.

(1) Communication skills are important in all aspects of life. Students who have mastered concepts and developed skills in introductory courses should be provided an opportunity to extend their knowledge and expand their skills in more advanced study. Independent study in speech provides opportunity for advanced students to plan, organize, produce, perform, and evaluate a project that enables them to develop advanced skills in communication, critical thinking, and problem solving.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(B) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Independent Study in Speech, an elective course, are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. The ESOL student will use expressive and receptive skills in English to explore and report on areas of personal interest and to discover and enrich their potential and talents, to demonstrate critical and creative thinking, planning, organizing, producing, performing and evaluating. It is recommended that the ESOL student be at the Advanced level to enroll.

(b) Knowledge and skills.

(1) Proposal. The student plans and designs an independent study project. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) select a topic and define a purpose for an independent study project focused on a specific aspect of communication;
- (B) review the research related to the topics identified;
- (C) develop a formal proposal for project; and
- (D) plan the format and develop timelines for production and presentation.

(2) Research. The student conducts research to support and develop the approved project. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) locate and gather information from a variety of primary, secondary, and electronic sources;
- (B) use systematic strategies to organize and record information; and
- (C) analyze the research data and develop conclusions to provide a basis for the project.

(3) Produce. The student produces the final product for the project. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) limit and focus the chosen topic, purpose, and format for the presentation;
- (B) develop systematic strategies to document the project;
- (C) develop appropriate evaluation strategies for each aspect of the production and presentation of the project;
- (D) organize and outline the text for the presentation;
- (E) choose appropriate proofs, literary texts, and/or scenes to develop and support the text;
- (F) produce a written text of superior quality; and
- (G) review and revise plans, outlines, and scripts with the teacher.

(4) Rehearse and present. The student presents the final product. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) use rehearsal strategies to gain command of the text and enhance communication and staging of the presentation;
- (B) demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation;
- (C) use appropriate visual and auditory aids to support, create interest, and/or add aesthetic appeal to the final presentation; and
- (D) present documentation of the progress of the project and submit the final written text or script.

(5) Evaluate. The student and designated individuals evaluate the project. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) use designated strategies to evaluate the project and the presentation; and
- (B) analyze problems related to the project and assess implications for future projects.

§128.62. *Journalism (One-Half to One Credit).*

(a) Introduction.

(1) Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Writing, technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(B) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Journalism, an elective course, are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. The ESOL student will use communicative skills with increasing fluency in English, applying rules of English grammar and usage for writing and editing while composing for a variety of purposes. The student's native culture and language is the basis for becoming an educated consumer and producer of media and technology. It is recommended that the ESOL student be at the Advanced level to enroll.

(b) Knowledge and skills.

(1) The student demonstrates an understanding of media development, press law, and responsibility. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify the history and development of American journalism through people and events;

(B) identify the foundations of journalistic ethics; and

(C) distinguishes between responsible and irresponsible media action.

(2) The student reports and writes for a variety of audiences and purposes. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) locate information sources such as persons, databases, reports, and past interviews; gathers background information; and researches to prepare for an interview or investigate a topic;

(B) plan and write relevant questions for an interview or in-depth research;

(C) evaluate and confirm the validity of background information from a variety of sources such as other qualified persons, books, and reports;

(D) incorporate direct and indirect quotes and other research to write in copy;

(E) revise and edit copy using appropriate copyreading and proofreading symbols;

(F) use different forms of journalistic writing such as reviews, ad copy, columns, news, features, and editorials to inform, entertain, and/or persuade;

(G) demonstrate an understanding of the elements of news through writing;

(H) select the most appropriate journalistic format of present content;

(I) use journalistic style;

(J) gather information through interviews (in person or telephone);

(K) write captions;

(L) demonstrate an understanding of the function of headlines through the writing of headlines; and

(M) rewrite copy.

(3) The student demonstrates understanding of the principles of publishing through design using available technologies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify the variety of journalistic publications and products such as newspapers, newsmagazines, and newsletters;

(B) design elements into an acceptable presentation;

(C) use illustrations or photographs that have been cropped, to communicate and emphasize a topic;

(D) use graphic devices such as lines, screens, and art to communicate and emphasize a topic;

(E) prepare a layout for publication; and

(F) design an advertisement for a particular audience.

(4) The student demonstrates an understanding of the economics of publishing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) differentiate between advertising appeals and propaganda;

(B) demonstrate understanding of the type of advertising such as classified, display, or public service; and

(C) understand general salesmanship in selling student-produced publications.

§128.63. *Independent Study in Journalism (One-Half to One Credit).*

(a) Introduction.

(1) Students enrolled in Independent Study in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written communications on a regular basis, carefully examining their copy for clarity, engaging language, and using the conventions and mechanics of written English correctly. Students will become analytical consumers of media and technology

to enhance their communication skills. Writing, technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Independent Study in Journalism will refine and enhance their journalistic skills, research self-selected topics, plan, organize, and prepare a project(s).

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(B) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Independent Study in Journalism, an elective course, Independent Study in Journalism are described in subsection

(b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. The ESOL student will use communicative skills with increasing fluency in English to apply rules of English grammar for writing and editing while composing for a variety of purposes. The student's native and culture and language will be used as a basis for observing, promoting, and understanding diversities in culture. It is recommended that the ESOL student be at the Advanced level to enroll.

(b) Knowledge and skills.

(1) The student refines and enhances journalistic skills. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) formulate questions, refine topics, and clarify ideas;

(B) organize and support what is known and what needs to be learned about a topic;

(C) compile information from primary and secondary sources using available technology;

(D) organize information from multiple sources, including primary and secondary sources;

(E) link related information and ideas from a variety of sources; and

(F) access appropriate print and non-print information using text and technical resources, including databases.

(2) The student produces visual representations that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) conduct a research project(s) with instructor guidance and produce an original work in print or another medium demonstrating advanced skill; and

(B) use a range of techniques in planning and creating projects.

§128.64. *Advanced Broadcast Journalism I, II, III (One-Half Credit to One Credit).*

(a) Introduction.

(1) Students need to be critical viewers, consumers, and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another,

and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(B) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Advanced Broadcast Journalism I, II, III, elective courses, are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. The ESOL student will use native culture and language as a basis for promoting and understanding cultural diversity in broadcast journalism. It is recommended that the ESOL student be at the Advanced level to enroll.

(b) Knowledge and skills.

(1) The student demonstrates knowledge of broadcast journalism. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify the historical development of broadcasting from early radio to present day television;

(B) identify the function and role of broadcast media (radio, television) in society;

(C) evaluate the laws and ethical considerations affecting broadcast journalism;

(D) explore the impact of radio and television on society;

(E) identify the role of broadcast media consumers; and

(F) identify the strategies of broadcasting to reach certain audiences, including programming decisions.

(2) The student recognizes how broadcast productions are created and disseminated. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) understand the role of various personnel, including producers, station managers, technical directors, camera operators, and news anchors, in broadcast journalism;

(B) identify technical elements of broadcast production used to create and deliver news such as equipment, camera basics, editing, and captions;

(C) understand the economics of broadcasting such as advertising and public funds; and

(D) demonstrate understanding of how media content is produced by creating and presenting a broadcast journalism product such as a news report, or an interview.

§128.65. *Photojournalism (One-Half to One Credit).*

(a) Introduction.

(1) Students enrolled in Photojournalism communicate in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, interpret, and critique visual representation, carefully examining their product for publication. Students will become analytical consumers of media and technology to enhance their communication skills. High school students will study the laws and ethical considerations that impact photography. Technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, and produce effective visual representations. Students enrolled in this course will refine and enhance their journalistic skills, plan, prepare, and produce photographs for a journalistic publication.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners

may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(B) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Photojournalism, an elective course, are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. ESOL students use English to develop media and technology to communicate. ESOL students use English in everyday situations to become critical viewers, consumers, and producers of media. It is recommended that the ESOL student be at the Advanced level to enroll.

(b) Knowledge and skills.

(1) The student interprets/critiques visual representations. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) recognize the major events in the development of modern day photography;

(B) recognize composition principles and their impact on photography;

(C) recognize and apply ethical and legal standards to all aspects of photojournalism; and

(D) recognize the impact of electronic technology and future trends in digital imaging on the traditional field of photojournalism.

(2) The student produces visual representations that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) identify the basic parts of a camera and their functions;

(B) identify different types of film and determine their appropriate uses;

(C) produce a properly exposed print where the subject is sharply focused and demonstrate the use of the elements or principles of design;

(D) use lighting and be aware of its qualities such as direction, intensity, color, and the use of artificial light;

(E) stop action by determining appropriate shutter speed or use panning or hand holding with slower shutter speeds;

(F) evaluate technical qualities of photos;

(G) practice safety in handling and disposing of chemicals when operating in a darkroom;

(H) learn the theory of film developing by understanding the latent image, film structure, and method of development;

(I) use appropriate equipment to process film and make prints and make contact sheets;

(J) create digitized images using technology to complete the process; and

(K) improve print quality by using appropriate equipment or technology.

(3) The student incorporates photographs into journalistic publication. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) plan photo layouts;

(B) illustrate events with appropriate photos and captions;

(C) plan photographs in relation to assignments from an editor; and

(D) set up or follow a system for keeping track of negatives, photo images, contact sheets, and meeting deadlines.

§128.66. *Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine (One-Half to One Credit).*

(a) Introduction.

(1) Students enrolled in Advanced Journalism: Yearbook I, III, III/Newspaper I, II, III/Literary Magazine communicate in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, III, III/Newspaper I, II, III/Literary Magazine, students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will learn journalistic ethics and standards. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Advanced Journalism: Yearbook I, III, III/Newspaper I, II, III/Literary Magazine will refine and enhance their journalistic skills, research self-selected topics, plan, organize, and prepare a project(s).

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.

(B) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Advanced Journalism: Yearbook I, III, III/Newspaper I, II, III/Literary Magazine, elective courses, are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. The ESOL student will use communicative skills with increasing fluency in English to become a critical viewer, consumer, and producer of visual and electronic media. Students use their background, language and culture as a basis for observing, promoting and understanding diversities of cultures. It is recommended that the ESOL student be at the Advanced level to enroll.

(b) Knowledge and skills.

(1) The student understands individual and staff responsibilities of coverage appropriate for the publication's audience. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) understand the role and responsibilities of each staff member and the purpose of the publication;

(B) use the skills necessary to plan and produce a publication;

(C) read other publications, both professional and student-produced, and generate story ideas of interest or of need to the publication's audience;

(D) conduct research using a variety of sources such as firsthand interviews and other means available, including the Internet; and

(E) conceive coverage ideas and create multifaceted presentations of material, including but not limited to, standard story form, infographics, sidebars, photos, and art.

(2) The student understands journalistic ethics and standards and the responsibility to cover subjects of interest and importance to the audience. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) find a variety of sources to provide balance to coverage;

(B) compose the story accurately keeping his/her own opinion out of non-editorial coverage;

(C) provide editorial coverage to inform and encourage the reader to make intelligent decisions;

(D) critique the publication to find its strengths and weaknesses and work toward an improved product based on those critiques; and

(E) actively seeks non-staff opinion on the publication and determine whether that opinion should affect the publication.

(3) The student understands all aspects of a publication and the means by which that publication is created. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

- (A) report and write for publications;
- (B) write and design headlines for publications;
- (C) research and write captions for publications;
- (D) plan and produce photographs for publications;
- (E) design publications;

(F) create and follow a financial plan for supporting publications, including sales and advertising; and

(G) consider finances in making decisions, including number of pages and cost-incurring extras such as color, paper quality, number of copies.

(4) The student produces publications. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) determine which events and issues are newsworthy for a readership;

(B) use skills in reporting and writing to produce publications;

(C) select the most appropriate journalistic format to present content;

(D) create pages for publications;

(E) incorporate photographs with captions or graphics into publications;

(F) use available technology to produce publications; and

(G) evaluate stories/coverage for balance and readability.

(5) The student demonstrates leadership and teamwork abilities. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) determine roles for which different team members will assume responsibility;

(B) determine coverage and concepts for publications;

(C) develop a deadline schedule and a regular means of monitoring progress;

(D) submit work for editing and critiquing and make appropriate revisions;

(E) edit and critique work of others; and

(F) work cooperatively and collaboratively through a variety of staff assignments.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 6, 1997.

TRD-9710212

Criss Cloudt

Associate Commissioner, Policy Planning and Research
Texas Education Agency

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For further information, please call: (512) 463-9701

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TITLE 31. NATURAL RESOURCES AND CONSERVATION

Part II. Texas Parks and Wildlife Department

Chapter 57. Fisheries

Scientific and Zoological Permits

31 TAC §§57.271-57.284

The Texas Parks and Wildlife Commission adopts the repeal of §§57.271-57.284, concerning permits for scientific research, educational display, and zoological permits, without changes to the proposed text as published in the May 2, 1997, issue of the *Texas Register* (22 TexReg 3875).

The repeals are necessary to adopt new provisions governing the collection, holding, possession, propagation, release, display, and transport of protected wildlife for scientific, educational, and zoological purposes.

The repeals will function by removing current provisions regulating the collection, holding, possession, propagation, release, display, and transport of protected wildlife for scientific research, educational display, or zoological collection purposes.

The department received no comments concerning adoption of the proposed repeals.

The repeals are adopted under Parks and Wildlife Code, Chapter 43, Subchapter C, which provides the commission with authority to establish regulations governing the collection, holding, possession, propagation, release, display, and transport of protected wildlife for scientific research, educational display, or zoological collection purposes.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 4, 1997.

TRD-9710234

Bill Harvey, Ph.D.

Regulatory Coordinator

Texas Parks and Wildlife Department

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For further information, please call: (512) 389-4642

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Chapter 65. Wildlife

Subchapter N. Migratory Game Bird Proclamation

31 TAC §§65.309–65.315, 65.319, 65.321

The Texas Parks and Wildlife Commission adopts the repeal of §§65.311-65.314, 65.319, and 65.320; new §§65.309- 65.314, 65.319, and 65.321; and an amendment to §65.315, concerning Migratory Game Bird Proclamation. The amendment to §65.315, new §65.309, and new §65.319 are adopted with changes to the proposed text as published in the May 2, 1997, issue of the *Texas Register* (22 TexReg 3875). The repeals, new §§65.310-65.314, and new §65.321 are adopted without changes and will not be republished. The repeals, new sections and amendment generally reorder existing provisions to provide a better organizational structure; streamline and clarify regulations governing the importation and possession of migratory game birds; adjust season dates to account for annual calendar shift; and establish the zone and area boundaries, bag limits, shooting hours, opening and closing dates, and season lengths for the harvest of early season migratory game birds.

The change to §65.309, concerning Definitions, adds tungsten-iron shot to the list of approved shot. The change to §65.315, concerning Open Seasons and Bag Limits-Early Season Species, alters the bag composition for doves to eliminate the maximum limit of six-white-winged doves in the aggregate bag limit of 15. The change to §65.319, concerning Extended Falconry Season-Early Season Species, corrects an error in the season dates for rails and gallinules.

The repeals, new sections, and amendments are necessary to regulate the harvest of migratory birds in this state. Section 65.309, concerning Definitions, qualifies the terminology used in the subchapter and is necessary to indicate the applicability and extent of the regulations for both the department and the regulated community. Section 65.310, concerning Means, Methods, and Special Requirements, sets forth the devices and manners that are lawful and unlawful for hunting migratory birds, and is necessary to maintain a biologically sound harvest impact on migratory bird populations and to comply with federal regulations under the Migratory Bird Treaty Act. Section 65.311, concerning Importation of Migratory Game Birds, provides documentation requirements for persons bringing migratory birds into this state from other states or countries, and is necessary both to differentiate for enforcement purposes those birds that were taken in-state from those taken out-of-state and to comply with federal regulations under the Migratory Bird Treaty Act. Section 65.312, concerning Possession of Migratory Game Birds, sets forth the documentation requirement for persons possessing migratory game birds taken in this state and is necessary both to differentiate lawfully taken migratory game birds from unlawfully taken migratory game birds and to comply with federal regulations under the Migratory Bird Treaty Act. Section 65.315, concerning General Rules, delineates requirement that are broadly applicable to hunting migratory game birds, and is necessary to enforce prohibitions against hunting out of season, hunting at night, and the wanton waste of migratory game birds. Section 65.314, concerning Zones and Boundaries for Early Season Species, sets forth

the geographical demarcations by species for the application of seasons and bag limits; this section is necessary both to implement biologically sound harvest regimes in the various ecological regions and to comport with federal frameworks issued by the Office of Migratory Bird Management of the U.S. Fish and Wildlife Service. Section 65.315, concerning Open Seasons and Bag and Possession Limits, establishes the time periods during which the various species of migratory game birds may be lawfully hunted, and the quantity of each species of migratory game birds that may be lawfully taken and possessed; this section is necessary to prevent deleterious impacts on migratory game bird populations from unrestricted harvest and to comport with federal frameworks issued by the Office of Migratory Bird Management of the U.S. Fish and Wildlife Service. Section 65.319, concerning Extended Falconry Season-Early Season Species, sets forth the time periods during which it is lawful to take migratory game birds by means of falconry and establishes the quantity of migratory game birds that may be lawfully taken and possessed as a result of hunting by means of falconry; this section is necessary to comport with federal frameworks issued by the Office of Migratory Bird Management of the U.S. Fish and Wildlife Service.

Section 65.309, concerning Definitions, qualifies the terminology used in the subchapter. Section 65.310, concerning Means, Methods, and Special Requirements, sets forth the devices and manners that are lawful and unlawful for hunting migratory birds. Section 65.311, concerning Importation of Migratory Game Birds, provides documentation requirements for persons bringing migratory birds into this state from other states or countries. Section 65.312, concerning Possession of Migratory Game Birds, sets forth the documentation requirement for persons possessing migratory game birds taken in this state. Section 65.315, concerning General Rules, delineates requirement that are broadly applicable to hunting migratory game birds. Section 65.314, concerning Zones and Boundaries for Early Season Species, sets forth the geographical demarcations by species for the application of seasons and bag limits. Section 65.315, concerning Open Seasons and Bag and Possession Limits, establishes the time periods during which the various species of migratory game birds may be lawfully hunted, and the quantity of each species of migratory game birds that may be lawfully taken and possessed. Section 65.319, concerning Extended Falconry Season-Early Season Species, sets forth the time periods during which it is lawful to take migratory game birds by means of falconry and establishes the quantity of migratory game birds that may be lawfully taken and possessed as a result of hunting by means of falconry.

Nine commenters opposed the proposed shooting hours for dove hunting. The department disagrees with the commenters and responds that department investigations reveal no correlation between all-day dove hunting and statewide population declines. No change was made as a result of the comments. Eight commenters opposed the proposed 60-day/15-bird season. The department disagrees with the comments, and responds that no scientific information indicates that hunter opportunity is increased or reduced by having the 60-day/15-bird season as opposed to the 70- day/12-bird season. No change was made as a result of the comments. Two commenters opposed the proposed opening day for mourning dove season. The department disagrees with the commenters, and responds

that the opening day for mourning dove is set, in part, to simplify regulations by establishing consistency between the North and South zones and because a majority of hunters preferred an early September opener. No change was made as a result of the comments. Two commenters opposed the proposed single-segment season for mourning dove in the North Zone. The department disagrees with the comments, responding that the single segment season in the North Zone is due, in part, to department surveys indicating that a majority of hunters in the North Zone prefer a single segment to a split season. Two commenters opposed the proposed teal season length and requested a longer season, and another commenter opposed the proposed teal bag limit and requested a larger bag. The department responds that it proposed both a longer season and a larger bag limit for teal, but was unable to institute the changes because maximum season lengths and bag limits established by the Office of Migratory Bird Management of the U.S. Fish and Wildlife Service did not permit such action. No changes were made as a result of the comments. Two commenters opposed the proposed opening day of teal season and requested a later opener. The department disagrees, responding that the majority of hunters prefer an earlier opening date. No change was made as a result of the comments.

The new sections and amendments are adopted under Parks and Wildlife Code, Chapter 64, Subchapter C, which provides the Commission with authority to regulate seasons, means, methods, and devices for taking and possessing migratory game bird wildlife resources.

§65.309. Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise. All other words and terms shall have the meanings assigned in Subchapter A of this chapter (relating to Statewide Hunting and Fishing Proclamation).

Baiting-The placing, exposing, depositing, distributing, or scattering of shelled, shucked, or unshucked corn, wheat, or other grain, salt, or other feed so as to constitute for migratory game birds a lure, attraction, or enticement to, on, or over areas when hunters are attempting to take such birds.

Baited area-Any area where shelled, shucked, or unshucked corn, wheat, or other grain, salt, or other feed capable of luring, attracting, or enticing such birds is directly or indirectly placed, exposed, deposited, distributed, or scattered; and the area shall remain a baited area for ten days following complete removal of all such corn, wheat, or other grain, salt or other feed.

Dark geese-Canada, white-fronted, and all other geese except light geese.

Legal shotgun-A shotgun not larger than 10 gauge, fired from the shoulder, and incapable of holding more than three shells.(Guns capable of holding more than three shells must be plugged with a one-piece filler which is incapable of removal without disassembling the gun, so the gun's total capacity does not exceed three shells.)

Light geese-snow, blue, and Ross' geese.

Nontoxic shot-Any shot-type that does not cause sickness and death when ingested by migratory birds as determined by criteria established under Code of Federal Regulations, Title 50, Chapter 1, §20.134. The only nontoxic shot currently approved by the director,

U.S. Fish and Wildlife Service, is steel shot (including copper, nickel, or zinc coated steel shot), bismuth- tin shot, or tungsten-iron shot.

Personal residence-One's principal or ordinary home or dwelling place. The term does not include a temporary or transient place of residence or dwelling such as a hunting club, or any club house, cabin, tent, or trailer house used as a hunting club, or any hotel, motel, or rooming house used during a hunting, pleasure, or business trip.

Sinkbox-Any type of low floating device having a depression which affords the hunter a means of concealing himself below the surface of water.

Wildlife resource-For the purposes of this subchapter, wildlife resource includes all migratory birds.

§65.315. Open Seasons and Bag and Possession Limits-Early Season.

(a) Rails.

(1) Dates: September 13-21, 1997 and November 8, 1997-January 7, 1998.

(2) (No change.)

(b) Mourning doves.

(1) North Zone.

(A) Dates: September 1-October 30, 1997.

(B) (No change.)

(C) Special provision: the provisions of subparagraph (B) of this paragraph are replaced by the following provisions. Daily bag and possession limits: 15 mourning doves, white-winged doves, and white-tipped (white-fronted) doves in the aggregate, including no more than two white-tipped doves per day; 30 mourning doves, white-winged doves, and white-tipped doves in the aggregate, including no more than four white-tipped doves in possession.

(2) Central Zone.

(A) Dates: September 1-October 19, 1997 and December 26, 1997 - January 5, 1998.

(B) (No change.)

(C) Special provision: the provisions of subparagraph (B) of this paragraph are replaced by the following provisions. Daily bag and possession limits: 15 mourning doves, white-winged doves, and white-tipped (white-fronted) doves in the aggregate, including no more than two white-tipped doves per day; 30 mourning doves, white-winged doves, and white-tipped doves in the aggregate, including no more than four white-tipped doves in possession.

(3) South Zone.

(A) Dates: Except in the special white-winged dove area as defined in §65.314 of this title (relating to Zones and Boundaries for Early Season Species), September 20-November 7, 1997 and December 26, 1997-January 5, 1998. In the special white-winged dove area, the mourning dove season is September 20 - November 3, 1997 and December 26, 1997-January 5, 1998.

(B) (No change.)

(C) Special provision: the provisions of subparagraph (B) of this paragraph are replaced by the following provisions. Daily

bag and possession limits: 15 mourning doves, white-winged doves, and white-tipped (white-fronted) doves in the aggregate, including no more than two white-tipped doves per day; 30 mourning doves, white-winged doves, and white-tipped doves in the aggregate, including no more than four white-tipped doves in possession.

(c) White-winged doves.

(1) Dates: September 6, 7, 13, and 14, 1997.

(2) (No change.)

(d) Gallinules.

(1) Dates: September 13-21, 1997 and November 8, 1997-January 7, 1998.

(2) Daily bag and possession limits: 15 in the aggregate per day; 30 in the aggregate in possession.

(e) Teal ducks.

(1) Dates: September 13-21, 1997.

(2) (No change.)

(f)-(g) (No change.)

§65.319. Extended Falconry Season-Early Season Species.

(a) It is lawful to take the species of migratory birds listed in this section by means of falconry during the following Extended Falconry Seasons:

(1) mourning doves and white-winged doves: November 8-December 24, 1997; and

(2) rails and gallinules: October 2-November 7, 1997.

(b) The daily bag and possession limits for migratory game birds under this section shall not exceed three and six birds respectively, singly or in the aggregate.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 4, 1997.

TRD-9710228

Bill Harvey, Ph.D.

Regulatory Coordinator

Texas Parks and Wildlife Department

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For further information, please call: (512) 389-4642



31 TAC §§65.311–65.314, 65.319, 65.320

The repeals are adopted under Parks and Wildlife Code, Chapter 64, Subchapter C, which provides the Commission with authority to regulate seasons, means, methods, and devices for taking and possessing migratory game bird wildlife resources.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Subchapter P. Alligators

31 TAC §§65.353–65.359, 65.362, 65.363

The Texas Parks and Wildlife Commission adopts the repeal of §§65.353-65.359, 65.362, and 65.363; an amendment to §65.352; and new §§65.353-65.359 and 65.362-65.365, concerning alligators. The new §§65.356-65.359, and 65.364 are adopted with changes to the proposed text as published in the May 2, 1997, issue of the *Texas Register* (22 TexReg 3880). The repeals, the amendment to §65.352, and new §§65.353-65.355, 65.362, 65.363, and 65.365 are adopted without changes and will not be republished. The repeals, amendment, and new sections are necessary to implement statutory revisions, enacted by the 75th Legislature in House Bill 2542, governing the take, possession, and sale of alligators in this state; and to reorganize and clarify existing provisions.

The change to §65.356, concerning Means and Methods, specifies that hook bearing lines must be attached to a stationary object. The change to §65.357, concerning Sale of Alligators, allows alligator farmers to sell documented alligator parts to anyone and allows control hunters to sell dead alligators to alligator farmers; and incorporates definitions of "wholesale dealer" and "retail dealer." The change to §65.358, concerning Alligator Egg Collectors, corrects an inaccurate reference. The change to §65.359 clarifies that alligator farmers selling processed and packaged alligator meat must meet the same documentation standards required of wholesale dealers, and replaces the term "resource user's license" with the term "an applicable license" in order to clarify intent. The change to §65.364, concerning Exceptions, allows persons to kill alligators to protect livestock or other domestic animals from imminent injury or death.

The amendment to §65.352, concerning Definitions, qualifies the terminology used in the subchapter and is necessary to indicate the applicability and extent of the regulations for both the department and the regulated community. New §65.353, concerning General Provisions, is necessary to delineate those miscellaneous provisions that, for reasons of thematic and structural consistency, cannot be enumerated in other sections. New §65.354, concerning Hunting, is justifiable because it establishes a general requirement for licensure for the privilege of harvesting a public resource; and specifies the license and tag requirements necessary for the state to comply with the Convention on International Trade in Endangered Species (CITES) with respect to the possession of alligators in this state. New §65.355, concerning Open Seasons and Bag Limit, is necessary to prevent depletion or waste of the resource from unrestricted or unregulated harvest. New §65.356, concerning Means and Methods, is necessary to establish, consistent with sound biological management and in such a fashion that the provisions are enforceable, the manner in which and by what means alligators may be taken in this state. New §65.357,

concerning Sale of Alligators, is necessary to regulate the purchase and sale of alligators and alligator products for the purposes of conforming with CITES. New §65.358, concerning Alligator Egg Collectors, is necessary to provide a method of monitoring impacts of egg collection on wild alligator populations and for providing an equitable system for distributing opportunity when it exists. New §65.359, concerning Possession, is necessary to specify the documentation requirements needed for compliance with the provisions of other sections. New §65.362, concerning Importation and Exportation, is necessary to monitor the movement of alligators and alligator products in and out of the state for the purposes of conforming with CITES. New §65.363, concerning Alligator Control, is necessary in order to provide for the lawful take of nuisance alligators. New §65.364, concerning Exceptions, is necessary to allow the lawful take of alligators threatening human life or livestock. New §65.365, concerning Violations and Penalties, simply reiterates the provisions of Parks and Wildlife Code, Chapter 65, in order to place that information in the same body of language that implements the statutory authority of Chapter 65 within the Texas Administrative Code.

The repeals, amendment, and new sections will function by defining terminology; specifying the means, methods, times, and circumstances for the lawful take and/or possession of alligators; setting forth documentation requirements for various activities; and by establishing permit and license restrictions.

The department received twelve comments concerning adoption of the proposed rules. Four commenters opposed the proposed ratio of one hide tag per line-set. The department disagrees and responds that the one-to-one ratio facilitates enforcement and minimizes the practice of "culling" alligators. No changes were made as a result of the comments. One commenter opposed the abolition of the requirement that all persons in an alligator hunting party possess an alligator hunting license. The department disagrees with the comment and responds that under the provisions of House Bill 2542, an alligator hunting license is required only of persons actually hunting alligators. No change was made as a result of the comment. One commenter was in favor of the proposed change. Three commenters were opposed to the complexity of the regulatory specificity of who may sell to or buy from whom. The department is sympathetic to the commenters but disagrees, responding that federal law requires all alligators and alligator products to be documented as legally taken; the department's regulations therefore must include provisions to ensure accountability. No changes were made as a result of the comments. One commenter opposed allowing hunters to dispatch lawfully taken alligators with hatchets and axes. The department disagrees, responding that when correctly employed, hatchets and axes are efficient tools for the immediate dispatch of alligators. No changes were made as a result of the comment. One commenter suggested that the department make available the names of landowners to whom alligator egg nest stamps have been issued so as to make it easier for collectors to contact them. The department disagrees with the comment and responds that state law prohibits the identification of landowners without the written permission of the landowner to do so. No change was made as a result of the comment.

The repeals are adopted under Parks and Wildlife Code, Chapter 65, which provides the commission with authority to establish regulations governing the take, possession, propagation, transport, and sale of alligators in this state.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Bill Harvey, Ph.D.

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Subchapter P. Alligator Proclamation

31 TAC §§65.352–65.359, 65.362–65.365

The amendment and new sections are adopted under Parks and Wildlife Code, Chapter 65, which provides the commission with authority to establish regulations governing the take, possession, propagation, transport, and sale of alligators in this state.

§65.356. *Means and Methods.*

- (a) Legal devices for taking alligators in the wild are as follows:
- (1) hook and line (line set);
 - (2) harpoon or gig;
 - (3) lawful archery equipment and barbed arrow; and
 - (4) hand-held snare with integral locking mechanism.
- (b) Alligators caught on legal taking devices may be killed by firearms, axes, or hatchets.
- (c) Hook-bearing lines may not be set prior to the general open season and shall be removed no later than sunset of the last day of the open season.
- (d) An alligator hunter shall set no more than one line per unused hide tag in possession.
- (e) Alligator hunters shall inspect their line sets daily, and shall remove and immediately tag all captured alligators.
- (f) Alligator hunters shall neither remove alligators from line sets nor use any taking device other than line sets from sunset to one-half hour before sunrise.
- (g) All taking devices shall be used only on the tracts of land or water specified for the hide tags. All line sets shall be secured at one end on the tract of land or water specified for the hide tags.
- (h) Each baited line shall be labeled with a plainly visible, permanent, and legibly marked gear tag that contains the full name and current address of the alligator hunter who set it.
- (i) A line of at least 300-pound test shall be securely attached to all taking devices being used to hunt alligators. Hook-bearing

lines must be attached to a stationary object capable of maintaining a portion of the line above water when an alligator is caught on the line.

§65.357. *Sale of Alligators.*

(a) Wholesale and retail dealer permits.

(1) Alligators taken under an alligator hunting license may be sold to any person possessing a valid wholesale alligator dealer permit.

(2) A person possessing a wholesale dealer permit may sell legally obtained and documented alligators to anyone.

(3) Except as provided in this subchapter, no person may purchase an alligator taken in this state without possessing a valid alligator dealer's permit.

(4) A wholesale dealer may purchase legally taken alligators from any alligator hunter, dealer, farmer, import permit holder, or control hunter.

(5) A person possessing a valid retail dealer permit may sell legally obtained and documented processed or manufactured alligator parts only to consumers.

(6) A retail dealer permit is required to sell processed alligator parts such as skulls, feet, or teeth.

(7) A retail dealer permit is not required of a:

(A) person selling processed or manufactured products so long as alligator hide is the only alligator part used (e.g., footwear, belts, wallets, luggage, etc.); or

(B) restaurant that sells alligator ready for immediate consumption in individual portion servings.

(b) Alligator farmer permit.

(1) Applications for hide tags (PWD 372) shall be submitted to the department prior to harvest, except for non-harvest mortalities, in which case the permittee shall notify a game warden before skinning operations begin.

(2) A farmer may:

(A) purchase live or dead alligators from a farmer or control hunter;

(B) purchase alligator eggs from an authorized egg collector;

(C) sell live alligators to another farmer or to the holder of a permit issued under Parks and Wildlife Code, Chapter 43, Subchapter C; and

(D) sell a lawfully documented dead alligator to anyone.

(3) It is an offense for any alligator farmer to:

(A) transport or receive a live alligator unless a game warden at the point of origin (if in Texas) and the destination (if in Texas) are notified at least 24 hours prior to transport; or

(B) transport live alligators for exhibition purposes unless authorized by a permit issued under Parks and Wildlife Code, Chapter 43, Subchapter C.

(c) Control hunter. A control hunter may temporarily possess a nuisance alligator, living or dead, but must sell such alligator to a:

(1) farmer or wholesale dealer, if the alligator is dead; or

(2) farmer, if the alligator is alive.

(d) Definitions. For the purposes of this section and all sections other than §65.352 of this title (relating to Definitions), the following words and terms shall have the following meanings.

(1) Retail dealer - A person who operates a place of business (mobile or permanent) for the purpose of buying processed or manufactured alligator parts from a wholesale alligator dealer, farmer, or from a legal out-of-state source for resale to the consumer only, except as provided in subsection (a)(7) of this section.

(2) Wholesale dealer - A person who operates a place of business (mobile or permanent) for the purpose of buying nonliving alligators for resale, canning, preserving, processing, or handling for shipment or sale.

§65.358. *Alligator Egg Collectors.*

(a) Landowners may obtain alligator nest stamps by submitting a completed Nest Stamp Application (PWD-459) to the department.

(b) It is unlawful for a landowner to issue a nest stamp for a tract of land or water other than the tract for which the stamp was originally issued.

(c) An alligator egg collector shall collect only on tracts designated for the stamps in their possession.

(d) Alligator eggs shall be collected from the wild only by hand.

(e) No person may possess alligator eggs without possessing an egg collection permit or a valid alligator farmer permit.

(f) When collecting, an alligator egg collector must possess on his or her person one or more current nest stamps and an Alligator Nest Stamp Authorization (PWD-453). At least one person in a collecting party must possess a current nest stamp and PWD- 453.

(g) No person may collect alligator eggs without possessing a valid alligator hunting license.

(h) Immediately upon collection and throughout transportation and incubation each clutch of eggs must be accompanied by a completed nest stamp.

(i) No less than 24 hours prior to each collection trip, an egg collector shall notify a game warden in the collection area of the date, time, and location of the collection.

(j) An alligator egg collector may sell alligator eggs only to a farmer(s) designated by permit.

(k) No alligator eggs collected or obtained under authority of this subchapter may be shipped out of state.

§65.359. *Possession.*

(a) All alligators possessed, sold, purchased, exported, or imported shall be accompanied by evidence of lawful take. Depending on the applicability of paragraphs (1)-(3) of this subsection, evidence of lawful take shall consist of:

(1) an applicable license or permit number issued by the state or country of origin, which shall be firmly attached to an alligator hide;

(2) a document (tag or label) for each alligator part, except for the hide, that specifies the:

(A) place of origin;

(B) name and address of the seller;

(C) applicable license or permit number that is required by the state or country of origin;

(D) Import Permit number, if imported into Texas; and

(E) date of shipment, if imported into Texas; or

(3) a document (tag or label) affixed to the outside of any package or container of alligators, specifying the:

(A) contents; and

(B) any applicable license or permit numbers.

(b) Meat products finally processed and packaged by a farmer or wholesale dealer must be accompanied by an invoice or bill of sale that:

(1) specifies the amount of packaged alligator meat by weight; and

(2) identifies the farmer or wholesale dealer from which the packaged meat originated.

(c) The documents required in this subsection must accompany individual alligator parts after sale. 65.364. Exceptions. This subchapter shall not prohibit a person from killing an alligator in immediate defense of his or her life or the lives of others, or to protect livestock or other domestic animals from imminent injury or death. Alligators killed under this provision shall be reported within 24 hours to the department.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Chapter 69. Resource Protection

Scientific, Educational, and Zoological Permits

31 TAC §§69.301–69.311

The Texas Parks and Wildlife Commission adopts new §§69.301-69.311, concerning permits for scientific research, educational display, and zoological collection. New §§69.302-69.305 are adopted with changes to the proposed text as

published in the May 2, 1997, issue of the *Texas Register* (22 TexReg 3883). The new §§69.301, 69.303, and 69.306-69.311, are adopted without changes to the proposed text and will not be republished. The change to §69.302, concerning General Rules, is a nonsubstantive rewording of subsection (a) to clarify its intent by way of eliminating a redundancy. The change to §69.303, concerning Application for Permit, is the nonsubstantive addition of an article to subsection (a)(1) for grammatical sense and consistency. The change to §69.304, concerning Qualifications, clarifies that persons transporting protected wildlife into Texas for temporary purposes must meet the same criteria as persons permanently retaining wildlife for the same purposes inside the state. The change to §69.305, concerning Facility Standards, modifies the proposed caging specifications for alligators and eliminates specific language for construction materials in favor of stating simply that enclosures must be sufficient to prevent the escape of animals.

The new rules are necessary, generally, to implement commission policy to simplify and streamline the agency's regulations. Section 69.301, concerning Definitions, is necessary to provide for meaning of regulatory terminology. Section 69.302, concerning General Rules, is necessary to establish the applicability of the regulations. Section 69.303 and §69.304, concerning Application for Permit and Qualifications, respectively, are necessary to provide for a standardized method of receiving and processing permit applications. Section 69.305, concerning Facility Standards, is necessary to establish caging and care standards for protected wildlife held for the purposes of the subchapter. Section 69.306, concerning Restrictions, is necessary to stipulate special conditions applicable to all classes of permit holders. Section 69.307, concerning Final Disposition of Specimens, is necessary to specify the methods in which protected wildlife may be lawfully removed from a permit holder's possession. Section 69.308, concerning Reports, is necessary to provide for a tracking and recordkeeping system. Section 69.309, concerning Inspections, is necessary to provide the department with a tool for assessing compliance with the regulations. Section 69.310, concerning Fees, is necessary to establish a fee structure to pay for the cost of administering the permitting program. Section 69.311, concerning Violations and Penalties, is necessary to delineate the punishments for offenses under this subchapter.

The new rules will function by regulating the collection, holding, possession, propagation, release, display, and transport of protected wildlife for scientific research, educational display, or zoological collection purposes.

One commenter suggested that the department allow caging materials for large mammals other than 6-gauge chain-link fence. The department agrees with the commenter and the change was made accordingly. One commenter suggested that the Department increase the cage size required for animals. The department disagrees with the comment and responds that the cage sizes specified in the proposed regulations were based on standards prepared by the American Association of Zoos and Aquariums (AZA). No change was made as a result of the comment. Three commenters stated that previous regulations (two or more years ago) allowed out-of-state alligator exhibitors to obtain permits and requested that the proposed regulations be changed to allow this. The department disagrees with

the comments and responds that the regulations as proposed implement the statutory duty of the department to regulate the possession of wildlife for the purposes of scientific research, educational display, and zoological collection; exhibition of indigenous wildlife per se is not considered to be an appropriate justification for an educational display permit. However, the department has made a change to the proposed regulations that would liberalize the criteria for issuing zoological collection permits.

The new sections are adopted under Parks and Wildlife Code, Chapter 43, Subchapter C, which provides the commission with authority to establish regulations governing the collection, holding, possession, propagation, release, display, and transport of protected wildlife for scientific research, educational display, or zoological collection purposes.

§69.302. General Rules.

(a) No permit is required for an activity governed by this subchapter involving nongame species for which there are no provisions by rule or statute that would otherwise restrict take or possession.

(b) Permits issued under this subchapter shall be issued to named individuals only, and shall not be held in the name of an agency, firm, or institution.

(c) The propagation of protected wildlife for educational display shall not be authorized and no permit for such activity may be issued.

(d) No person may employ or use any devices, means, methods, activities, locations, or personnel other than those authorized by a permit unless that person has received prior written authorization from the department in the form of a permit amendment. A permittee or subpermittee must possess on their person any such authorizations in addition to a copy of the original permit while conducting any activity governed by this subchapter.

(e) Except as otherwise provided for in this section, activities authorized by a permit issued under this subchapter shall be conducted only by the permittee(s) or subpermittee(s) named on the permit or permit amendment. Unpermitted assistants may perform activities authorized by a permit only when under the direct on-site supervision of the permittee. A permittee engaging unpermitted assistants shall maintain on file and possess on their person in the field a signed and dated list of all unpermitted persons assisting in permitted activities.

(f) Any subpermittee who desires to make unsupervised collections shall carry the written permission of the permittee on their person while conducting any activities authorized by a permit.

(g) A permit issued under this subchapter shall not authorize the sale of protected wildlife.

(h) Permits issued under this subchapter are valid for three years from the date of issuance, provided the permittee abides by the provisions of this subchapter.

(i) The provisions of this subchapter do not apply to mountain lions after September 1, 1997.

§69.303. Application for Permit.

(a) No permits for activities governed under this subchapter may be issued to any person unless the person has met the

requirements of this section. An applicant for a permit under this subchapter shall submit to the department:

(1) a completed application on a form supplied by the department;

(2) a letter of recommendation from each of two persons in an appropriate biological or professional field attesting to the applicant's qualifications, abilities, and experience; and

(3) if the proposed activity involves an endangered species, a written justification explaining how that species will benefit from the activity. The department may at its discretion choose to deny permit issuance when it disagrees with the justification.

(b) The department reserves the right to refuse permit issuance to persons who have been finally convicted of any violation of state or federal law applicable to fish and wildlife.

§69.304. Qualifications.

(a) Zoological collection permits shall be issued only to agents of entities that are either:

(1) accredited by the American Zoo and Aquarium Association (AZA); or

(2) in compliance with the facility standards set forth in 69.305 of this title (relating to Facility Standards) and whose letters of recommendation required by §69.303 of this title (relating to Application) are from current zoological collection permit holders or persons representing entities accredited by the AZA; and

(A) seek authorization to possess more than five specimens; or

(B) whose collection would consist solely of birds and animals that are incapable of fending for themselves in the wild.

(b) Scientific research permits shall not be issued to persons the department determines are inadequately trained or too inexperienced to accomplish the objectives of the proposed research.

(c) Educational display permits shall be issued only to:

(1) employees, representatives, or agents of accredited primary, secondary, or post-secondary educational institutions;

(2) governmental entities; or

(3) nonprofit educational organizations.

(d) Any person transporting into this state any bird or animal for a purpose governed under this subchapter must meet the qualifications established in subsection (c) of this section and must possess a department-issued letter of authorization listing the specific birds and animals that the person is authorized to possess and the time period for which such possession is authorized. No letter of authorization issued under this subsection shall authorize the possession of protected wildlife for longer than 90 days in this state. A separate letter of authorization is required for each instance that any protected wildlife is transported into this state.

§69.305. Facility Standards.

(a) All live birds or animals possessed under an educational display permit, or under a zoological collection permit in a facility that is not accredited by the American Zoo and Aquarium Association shall be kept in enclosures meeting or exceeding the standards set forth in this section.

(b) The minimum cage sizes for mammals and reptiles shall be as follows. An enclosure for mammals shall add 30 percent of the minimum cage requirement for each additional mammal contained in the enclosure. For each:

- (1) pronghorn antelope - 2,500 square feet x 8 feet in height;
- (2) deer - 1,800 square feet x 8 feet in height;
- (3) desert bighorn sheep - 500 square feet x 8 feet in height;
- (4) black bear - 400 square feet x 12 feet in height;
- (5) jaguar - 200 square feet x 8 feet in height;
- (6) fox - 180 square feet x 5 feet in height;
- (7) wolf - 150 square feet x 8 feet in height;
- (8) javelina - 120 square feet x 5 feet in height;
- (9) other felines - 100 square feet x 8 feet in height;
- (10) fur-bearing animals as defined by Parks and Wildlife Code, Chapter 71 (except fox) - 72 square feet x 5 feet in height; and
- (11) all other mammals - 24 square feet.

(c) The minimum cage sizes for alligators shall be as follows. For each alligator:

- (1) the length and width of the cage shall be at least as long as the length of the largest alligator in the cage; and
- (2) for each additional alligator, an additional three square feet of enclosure space per foot of body length; and
- (3) there shall be access to pooled water sufficient to provide full immersion and dry land sufficient to permit complete exit from the water.

(d) The minimum cage sizes for birds shall be as follows:

- (1) raptors (excluding eagles): 10' x 10' x 12';
- (2) eagles: 20' x 40' x 12'; and
- (3) all other birds: 6' x 6' x 12'.

(e) Enclosures must be constructed in such a manner that prevents escape. Enclosures housing birds must be lined with nylon or plastic netting.

(f) A facility shall ensure that:

- (1) each enclosure is supplied with clean water at all times, except as medical circumstance dictates otherwise;
- (2) authorized personnel observe and provide care for birds and animals daily, except as specifically authorized by permit; and
- (3) all medical treatment of animals is performed in consultation with a licensed veterinarian.

(g) The department at its discretion may inspect any facility at reasonable times to assess compliance with the provisions of this subchapter.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Sale of Nongame Species

31 TAC §§69.401–69.408

The Texas Parks and Wildlife Commission adopts new §§69.401-69.408, concerning permits for the sale of nongame species of fish and wildlife, without changes to the proposed text as published in the May 2, 1997, issue of the *Texas Register* (22 TexReg 3886).

The new sections are necessary to regulate the commercial sale of captive-bred coatimundis (*Nasua narica*) consistent with the department's authority to govern possession and sale of indigenous wildlife and the department's duty to prevent waste or depletion of wildlife resources.

The rules will function to regulate the possession, sale, and distribution of captive-bred coatimundis in order to protect wild populations.

The department received 79 comments concerning the proposed regulations. Five commenters opposed the proposed regulations on the basis that there should be no permit necessary to keep to coatimundis. The department disagrees with the commenters and responds that permits are the only way to monitor the situation in order to prevent native coati's from being taken from the wild. No change was made as a result of the comments. Four commenters were opposed to the permit fee imposed by the proposed regulations. The department disagrees with the commenters and responds that the fee is necessary to cover the administrative costs of processing applications, issuing permits, and maintaining the program. No change was made as a result of the comments. Eighteen commenters opposed the proposed regulations on the basis that wild animals should not be kept as pets. The department disagrees with comments and responds that the pet trade in captive-bred coatimundis has been well established throughout the nation for many years. The department believes that a regulatory regime designed to prevent negative impacts on native species is appropriate. No change was made as a result of the comments. Twelve commenters opposed the proposed regulations on the basis that the practice of allowing threatened species to be kept as pets is inconsistent with laws protecting those species and sets a bad precedent. The department disagrees with the commenters and responds that the designation of a species as threatened refers to populations in the wild and impacts on populations in the wild; captive-bred coatimundis, therefore, are not at issue in terms of protecting indigenous wild coatimundis. No change was made as result of the comments. Thirteen commenters opposed the proposed regulations on the basis that individuals should not be allowed to profit from the sale of public wildlife resources. The department

agrees with the commenters, but points out that the regulations as proposed absolutely prohibit the possession and sale of coatimundis captured from the wild. No change was made as a result of the comments. Four commenters opposed the proposed regulations by stating that allowing possession and sale of coatimundis may expose people and animals to diseases. The department disagrees with the commenter and responds that the probability of disease transmission from captive-bred is coatimundis is minuscule, and that in any event, regulatory authority for zoonosis control lies with the Texas Department of Health. No change was made as a result of the comment. One commenter opposed the proposed regulations and stated that allowing possession and sale of coatimundis may introduce unwanted genes into native coatimundi populations. The department disagrees with the commenter and responds it will not authorize any release of captive-bred coatimundis into the wild, and, further, that any captive-bred coatimundi that is released has virtually no chance of surviving, or, for that matter, of interacting with native coatimundis. No changes were made as result of the comments. Three commenters opposed the proposed regulations and commented that rules should not be created to legitimize the illegal activities of breeders. The department disagrees with the comments and responds that it is not aware of any evidence that anyone is illegally selling coatimundis in Texas. No change was made as a result of the comments. Three commenters opposed the proposed regulations on the basis that reports might be falsified. The department, while acknowledging that unscrupulous persons might indeed submit falsified reports, disagrees with the commenter and responds that falsification of reports is a punishable offense. No change was made as a result of the comments. Two commenters requested that the regulations require captive-bred coatimundis to be permanently marked. The department disagrees and responds that the regulations as proposed are sufficient and appropriate for regulating and monitoring the possession and sale of coatimundis. Three commenters opposed the proposed regulations on the grounds that some people, when the novelty wears off, will release their coatimundis, which will then become nuisances or end up in an animal shelter. The department disagrees with the commenters and responds that the regulations as proposed require permit holders to dispose of stock as prescribed by the terms of their permit. No change was made as a result of the comments. Fifty one were in favor of the proposed regulations.

The new sections are adopted under Parks and Wildlife Code, Chapter 67, which requires the Commission to establish any limitations on the taking, possession, transportation, exportation, sale, and offering for sale of nongame fish and wildlife.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 4, 1997.

TRD-9710232

Bill Harvey, Ph.D.

Regulatory Coordinator

Texas Parks and Wildlife Department

Effective date: August 26, 1997

Proposal publication date: May 2, 1997

For further information, please call: (512) 389-4642

TITLE 37. PUBLIC SAFETY AND CORRECTIONS

Part XIII. Texas Commission on Fire Protection

Chapter 435. Firefighter Safety

37 TAC §435.3

The Texas Commission on Fire Protection adopts an amendment to §435.3, concerning self-contained breathing apparatus, without changes to the text published in the June 3, 1997, issue of the *Texas Register* (22 TexReg 4866).

The justification for this section is that regulated fire departments will have a clearer understanding of the requirements and procedures for monthly inspections of SCBA equipment as well as the location for collecting breathing air samples for testing.

The amendments specify the procedures to be used when conducting required monthly inspections of the respiratory protection unit. The amendment also specifies that breathing air samples for testing must be taken from the point where self-contained breathing air cylinders are connected for filling. The amendment has an effective date of September 1, 1997.

No comments were received regarding adoption of the amendment.

The amendment is adopted under Texas Government Code, §419.008, which provides the Texas Commission on Fire Protection with authority to adopt rules for the administration of its powers and duties; and Texas Government Code, §419.041, which provides the commission with authority to adopt standards for self-contained breathing apparatus.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 5, 1997.

TRD-9710153

Gary L. Warren Sr.

Executive Director

Texas Commission on Fire Protection

Effective date: September 1, 1997

Proposal publication date: June 3, 1997

For further information, please call: (512) 918-7189

Chapter 453. Minimum Standards for Hazardous Materials Technician

37 TAC §§453.1, 453.3, 453.5

The Texas Commission on Fire Protection adopts new §§453.1, 453.3, and 453.5, concerning minimum standards for hazardous materials technician, without changes to the text published in

the May 20, 1997, issue of the *Texas Register* (22 TexReg 4352).

The justification for this chapter is that the new sections establishes standardized training and competencies for persons who respond to hazardous materials incidences. The standardization of training will promote the competence in general of hazardous materials technicians and cooperation in circumstances where departments respond to mutual aid requests in hazardous materials incidences.

The new sections establishes a voluntary certification available to fire protection personnel with specialized training in responding to occurrences which result in, or is likely to result in, an uncontrolled release of a hazardous substance where there is a potential safety or health hazard from fire, explosion, or chemical exposure. The new standard requires completion of a standardized curriculum and successful completion of a basic certification examination. The new sections have an effective date of January 1, 1999.

No comments were received regarding adoption of the new sections.

The new sections are adopted under Texas Government Code, §419.008, which provides the Texas Commission on Fire Protection with authority to adopt rules for the administration of its powers and duties; and §419.022, which provides the commission with authority to establish minimum educational and training standards for specialized fire protection personnel positions.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 5, 1997.

TRD-9710154

Gary L. Warren Sr.
Executive Director

Texas Commission on Fire Protection

Effective date: September 1, 1997

Proposal publication date: June 3, 1997

For further information, please call: (512) 918-7189



TITLE 40. SOCIAL SERVICES AND ASSISTANCE

Part I. Texas Department of Human Services

Chapter 96. Certification of Long Term Care Facilities

40 TAC §96.6

The Texas Department of Human Services (DHS) adopts an amendment to §96.6 with changes to the proposed text published in the June 27, 1997, issue of the *Texas Register* (22 TexReg 6095).

Justification of the amendment is to allow the regional directors to make, and to allow providers to review, an objective decision.

The amendment will function by ensuring that, at the regional level of informal administrative review, the regional director or designee will make an objective decision regarding deficiencies written during the survey process.

The department received one comment from New Avenues of Hope, Inc. A summary of the comment and the department's response follow.

Comment: The rule as it is written does not allow for a reversal simply when there is disagreement with surveyor findings. The regional director should have the authority to delete surveyor findings. Also, delete the word "objective" from §96.6(b)(2)(C)(i).

Response: The department agrees. The rules will be changed to reflect, "As part of the regional review, the regional director or designee will review additional information and make a decision as to whether deficiencies and/or adverse action recommendations should be sustained, altered, revised, or deleted."

The amendment is adopted under the Human Resources Code, Title 2, Chapter 22, which authorizes the department to administer public assistance programs, and under the Health and Safety Code, Chapter 242, which authorizes the department to license Intermediate Care Facilities for Persons with Mental Retardation or a Related Condition (ICF-MR), and §222.043, which establishes a review process for ICF-MR surveys.

The amendment implements the Human Resources Code, §§22.001-22.030 and Chapter 242 and 222.043 of the Health and Safety Code.

§96.6. *Informal Administrative Review Process for Intermediate Care Facilities for Persons with Mental Retardation and Related Conditions.*

(a) (No change.)

(b) Review process.

(1) (No change.)

(2) Regional review.

(A)-(B) (No change.)

(C) As part of the regional review, the regional director or designee will:

(i) review additional information and make a decision as to whether deficiencies and/or adverse action recommendations should be sustained, altered, revised, or deleted;

(ii)-(iii) (No change.)

(3)-(4) (No change.)

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 5, 1997.

TRD-9710140

Glenn Scott

General Counsel, Legal Services

Texas Department of Human Services
Effective date: September 1, 1997
Proposal publication date: June 27, 1997
For further information, please call: (512) 438-3765



Part VI. Texas Commission for the Deaf and Hard of Hearing

Chapter 181. General Rules of Practice and Procedure

Subchapter A. General Provisions

40 TAC §181.3

The Texas Commission for the Deaf and Hard of Hearing adopts an amendment to §181.3, concerning Definitions with changes to the text as published in the June 3, 1997, issue of the *Texas Register* (22 TexReg 4867). This amendment will clarify and add terms used in policies and rules of the Commission.

A comment was received regarding minor changes in the definitions of contract, council and program and in typographical errors. These changes do not alter the substantive meaning of this rule.

This amendment is adopted under the Human Resources Code, §81.006(b) (3), which provides the Texas Commission for the Deaf and Hard of Hearing with the authority to adopt rules for administration and programs.

§181.3. Definitions.

The following words and terms, when used in the chapters, subchapters, or sections of the Texas Commission for the Deaf and Hard of Hearing, shall have the following meanings, unless the context clearly indicates otherwise.

Act-Texas Human Resource Code, Chapter 81 and amendments.

BEI-The Board of Evaluation of Interpreters.

Board-The Board of Evaluation of Interpreters.

Certificate-A license, issued by the board and commission which includes the whole part of any agency permit, certificate, approval, registration, charter, membership, statutory exemption, or similar form of permission required by state law.

Certification-The commission and board process respecting the grant, renewal, denial, revocation, suspension, annulment, withdrawal, limitation, amendment, or conditioning of a certificate.

Certified interpreter-An interpreter for the deaf who has been evaluated to determine a particular skill level or one who has met requirements or qualifications for a particular skill level and has been so certified to practice interpreting in the State of Texas by the board and commission, or other professional interpreting association.

Chairperson-The member of the commission so designated by the governor, pursuant to Texas Human Resources Code, §81.005.

Commission-The Texas Commission for the Deaf and Hard of Hearing.

Commissioner-Any one of the nine duly appointed members of the commission, including the chairperson.

Contract-Any written document (or series of documents) which obligates the commission to pay money to a person or entity for goods or services rendered from that person or entity, or which obligates the commission to provide goods or services to a person or entity in exchange for money.

Contractor-An agency, organization, individual, or entity of any character representing the interests of the persons with which the commission contracts for implementation of services or programs or provisions of services to individuals who are deaf and hard of hearing.

Council-Agency, organization, or individual with which the Texas Commission for the Deaf and Hard of Hearing contracts for the provision of services to individuals who are deaf or hard of hearing.

Deaf or deaf persons-A natural person or individual who has a hearing impairment without regard to degree, and regardless of whether the person also has speech impairment, that such deafness or hearing impairment inhibits the person's comprehension of or communication with others.

Entity-An association, organization, governmental or business body, or existing body or class of persons that is chartered or organized for representing the interest of persons.

Executive Director-The chief administrative officer appointed by the commission to execute such duties, powers, and authority as may be conferred by the commission subject to the provisions of the Act or these rules.

Hard of Hearing or hard of hearing person- a natural person or individual who has a hearing impairment that results in a loss of hearing function but the individual relies on residual hearing and may depend on visual methods to communicate.

Person-Any person, partnership, corporation, association, governmental subdivision or agency, or public or private entity of any character.

Program-Commission activities designed to deliver services or benefits provided by statute.

Qualified interpreter-A certified interpreter or an interpreter for the deaf whose qualifications have been approved by the commission.

Service provider-An entity or a person that is awarded a contract from the commission to provide services under a contract.

TCDDH-The Texas Commission for the Deaf and Hard of Hearing.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 4, 1997.

TRD-9710091

David W. Myers

Executive Director

Texas Commission for the Deaf and Hard of Hearing

Effective date: August 25, 1997

Proposal publication date: June 3, 1997

For further information, please call: (512) 451-8494



40 TAC §181.26

The Texas Commission for the Deaf and Hard of Hearing adopts an amendment to §181.26, concerning Services for Deaf and Hard of Hearing Individuals with changes to the text as published in the June 3, 1997, issue of the *Texas Register* (22 TexReg 4868). This amendment will update the services available through the Commission.

One comment was received regarding clarification of the term Hard of hearing Services. Therefore, this term has been changed to read Services for Hard of Hearing Individuals.

This amendment is adopted under the Human Resources Code, §81.006(b) (3), which provides the Texas Commission for the Deaf and Hard of Hearing with the authority to adopt rules for administration and programs.

§181.26. Services for Deaf and Hard of Hearing Individuals.

(a) Description of services. The Texas Commission for the Deaf and Hard of Hearing is responsible for developing and providing quality services to deaf and hard of hearing individuals through contracts with agencies, organizations, or individuals, with assistance from the Texas Commission for the Deaf and Hard of Hearing office. These services include communication access services, interpreter training, information and referral services, services to elderly deaf and hard of hearing persons, services to hard of hearing individuals, and Camp SIGN. It is the intent of the commission to establish programs and activities for the purpose of assisting deaf and hard of hearing persons in maintaining their independence and self-sufficiency.

(1) Communication access services. The communication access services offered are designed to bridge the existing communication gap between deaf and hard of hearing individuals and the general community. Through the provision of these services, deaf and hard of hearing individuals are better able to gain and maintain personal independence, improve their personal functioning, and obtain legal, medical, and economic services. These services include interpreter services and Computer Assisted Real-time Transcription (CART).

(2) Interpreter Training. Training at advanced levels is offered to interpreters to enable them to maintain present certification and to develop skills leading towards higher levels of certification. This training is offered through workshops and mentor projects.

(3) Information and referral services. Under the information and referral activity, the contractor provides information to deaf and hard of hearing citizens regarding services and programs available

(4) Services to elderly deaf or hard of hearing persons. This activity of providing services to elderly deaf or hard of hearing persons has been designed and established to provide services to individuals who are, or who have recently become, deaf or hard of hearing, and who are 60 years of age or older. Its primary objective is to aid individuals in maintaining or increasing self-sufficiency and to reduce the necessity of long-term care facility placement.

(5) Services to hard of hearing individuals. Programs and services of the agency are to include individuals who are hard of hearing.

(6) Camp SIGN. This is an outdoor training program designed for children who are deaf or hard of hearing between the ages of 8 and 17.

(b) Definitions. The following words and terms, when used in this section, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Commission-Texas Commission for the Deaf and Hard of Hearing.

(2) Contractor-Agency, organization, or individual with which the Texas Commission for the Deaf and Hard of Hearing contracts for the provision of services to deaf and hard of hearing individuals.

(3) Deaf individual-Individual who is a Texas resident and has a significant hearing impairment which inhibits comprehension of proceedings or communication with others.

(4) Hard of hearing individual- Individual who is a Texas resident and has a hearing impairment that results in a loss of hearing function but relies on residual hearing and may depend on visual methods to communicate.

(5) Service provider-Person designated by the contractor to be responsible for work and/or supervision of work with deaf and hard of hearing clients.

(c) Eligibility for services. In order to be eligible for services, the deaf or hard of hearing individual must:

(1) be a resident of the State of Texas; and

(2) have a significant hearing impairment which inhibits comprehension of proceedings or communication with others.

(d) Contract eligibility. An eligible contractor may be a public or private agency or organization, a non-profit or for-profit agency or organization, or any individual who is capable of delivering services through provision of the commission contract.

(e) Contracting procedures. The commission will prepare and publish guidelines requesting proposals for the establishment of programs and services for deaf and hard of hearing persons.

(f) Contractor Selection. The commission will review all timely submitted proposals, select, and contract with the contractor(s) which most nearly meet published guidelines and can provide such services with the amount of funding available.

(g) Program guidelines. Guidelines for delivery of services programs will provide assurances that each contractor will, as a minimum:

(1) be an agency, organization, or individual who is willing to provide a given service to its local deaf and hard of hearing community;

(2) provide a location and description of the intended headquarters to be used in the delivery of services;

(3) show an anticipated number of persons willing to utilize the services;

(4) be willing to cooperate with the commission regarding its goals, standards, requirements, and recommendations;

(5) be capable of selecting the area of services most needed within a fiscally conservative budget, and submit such budget to the commission for review;

(6) possess the necessary skills, knowledge, and expertise for the planning, development, and implementation of needed services;

(7) designate a service provider for the activity;

(8) utilize, to the highest degree possible, local, community, and state resources;

(9) furnish the commission with reports, as required, in the format prescribed by the commission; and

(10) establish and maintain a method to secure and maintain the confidentiality of records and services relating to clients in accordance with any and all applicable state and federal laws, rules and regulations.

(h) Proposal evaluation criteria. Proposals will be evaluated by the commission on the basis:

(1) submission of the proposal on or before the established deadline;

(2) operation of the program within commission authority;

(3) submission of proposal addressing all required areas;

(4) respondent's program plan;

(5) respondent's ability to provide a high-quality program aimed at meeting the individual needs of the client;

(6) letters of endorsement and/or cooperation; and

(7) ability to implement program upon receiving notification from the commission on award of contract.

(i) Reimbursement. Unit costs that the commission will reimburse contractor(s) for rendered services will be as follows:

(1) Communication access services. The contractor will be reimbursed on a monthly basis for approved and appropriately billed services.

(A) Interpreter services. The contractor will be reimbursed in accordance with the commission interpreter fee schedule. Finder's fees and administrative costs for services provided as a result of interpreter services will be reimbursable.

(B) CART services. It is recommended that CART be provided only by those who are certified through Texas or the National Court Reporters' Association.

(2) Information and referral services. The contractor will be reimbursed for each unit of recorded information and referral activity submitted to the commission and approved on a monthly basis.

(3) Services to elderly deaf persons. The contractor will be reimbursed monthly for administrative costs on the basis of allocation.

(j) Contract awards and allocations. The commission will announce the contract awards at the last Commission meeting held before a new fiscal year, with contractor services beginning on September 1. Contracts may be awarded for two fiscal years, and may include amendments for additional funds or reallocation of funds during the contract period. Funding will be determined by the commission using a commission-approved formula in the distribution of monies among selected and approved contractors.

(1) The distribution formula will be reviewed and approved by the Commission during each biennium.

(2) The distribution formula as approved by the Commission is the general population of each region as defined by HHSC multiplied by 8.8% which is the estimated population of individuals that are deaf and hard of hearing as defined by Gallaudet University. Appropriated funds are then multiplied by this same percentage to determine the total amount available to each region.

(3) Multiple contracts may be awarded in each region which outline specific areas of a region to be served.

(4) Multiple awards will have the same percentages applied to the amounts awarded based on the specific areas that are to be served by that award.

(k) Conditions for termination of contract. A contract may be terminated if the contractor fails to comply with the contract requirements.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 4, 1997.

TRD-9710090

David W. Myers

Executive Director

Texas Commission for the Deaf and Hard of Hearing

Effective date: August 25, 1997

Proposal publication date: June 3, 1997

For further information, please call: (512) 451-8494



40 TAC §181.27

The Texas Commission for the Deaf and Hard of Hearing adopts an amendment of §181.27, concerning Services for Elderly Deaf Individuals without changes to the text as published in the June 3, 1997, issue of the *Texas Register* (22 TexReg 4870). This amendment will modify the requirements under this program.

No comments were received regarding adoption of the amendment.

This amendment is adopted under the Human Resources Code, §81.006(b) (3), which provides the Texas Commission for the Deaf and Hard of Hearing with the authority to adopt rules for administration and programs.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 4, 1997.

TRD-9710089

David W. Myers

Executive Director

Texas Commission for the Deaf and Hard of Hearing

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Proposal publication date: June 3, 1997

For further information, please call: (512) 451-8494



Subchapter F. Fees

40 TAC §181.830

The Texas Commission for the Deaf and Hard of Hearing adopts an amendment of §181.830, concerning Fees Schedule for the Payment of Interpreter Services for the Deaf and Hard of Hearing without changes to the text as published in the June 3, 1997, issue of the *Texas Register* (22 TexReg 4872). This amendment will clarify the issues of minimum assignment time, portal to portal calculation, cancellation of assignment pay and changes payment to interpreters to be payment to interpreter services.

No comments were received regarding adoption of the amendment.

This amendment is adopted under the Human Resources Code, §81.006(b) (3), which provides the Texas Commission for the Deaf and Hard of Hearing with the authority to adopt rules for administration and programs.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 4, 1997.

TRD-9710092

David W. Myers

Executive Director

Texas Commission for the Deaf and Hard of Hearing

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For further information, please call: (512) 451-8494



Chapter 183. Board for Evaluation of Interpreters and Interpreter Certification

Subchapter D. Denial, Suspension, or Revocation of a Certificate

40 TAC §183.501

The Texas Commission for the Deaf and Hard of Hearing adopts an amendment to §183.501, concerning Grounds for Denial, Suspension, or Revocation of an Interpreter Certificate or Interpreter Certification Application without changes to the text as published in the June 3, 1997, issue of the *Texas Register* (22 TexReg 4874). This amendment will identify specific violations of the Board for Evaluation of Interpreters (BEI) rules and/or Principles of Ethical Behavior which will allow disciplinary action against interpreters who violate the rules as they are set forth.

No comments were received regarding adoption of the amendment.

This amendment is adopted under the Human Resources Code, §81.006(b) (3), which provides the Texas Commission for the Deaf and Hard of Hearing with the authority to adopt rules for administration and programs.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 4, 1997.

TRD-9710094

David W. Myers

Executive Director

Texas Commission for the Deaf and Hard of Hearing

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Proposal publication date: June 3, 1997

For further information, please call: (512) 451-8494



40 TAC §183.511

The Texas Commission for the Deaf and Hard of Hearing adopts an amendment to §183.511, concerning Certification of Felons without changes to the text as published in the June 3, 1997, issue of the *Texas Register* (22 TexReg 4875). This amendment will identify the need for persons who have been convicted of a Felony to be allowed to become employed in the profession of interpreting. Proof of rehabilitation is required before being allowed to pursue a career in this field.

No comments were received regarding adoption of the amendment.

This amendment is adopted under the Human Resources Code, §81.006(b) (3), which provides the Texas Commission for the Deaf and Hard of Hearing with the authority to adopt rules for administration and programs.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 4, 1997.

TRD-9710093

David W. Myers

Executive Director

Texas Commission for the Deaf and Hard of Hearing

Effective date: August 25, 1997

Proposal publication date: June 3, 1997

For further information, please call: (512) 451-8494



Part XX. Texas Workforce Commission

Chapter 809. Child Care and Development

Subchapter

The Texas Workforce Commission (Commission) adopts the repeal of §§809.1-809.20, 809.22-809.39, 809.41-809.53, 809.55, 809.57-809.58, 809.60-809.65, 809.67-809.88, and new §§ 809.1-809.4, 809.21-809.33, 809.41-809.48, 809.61-809.78, 809.81-809.92, 809.101-809.111, 809.121-809.124, and 809.141-809.155, concerning Child Care and Development rules. Sections §§809.2-809.3, 809.21, 809.26, 809.41, 809.44, 809.47, 809.61, 809.64-809.66, 809.68, 809.70-809.78, 809.81-809.82, 809.84, 809.89, 809.108-

809.109, 809.122, 809.124, 809.141, 809.149, 809.152, and 809.154-809.155 and the title to Subchapter E. are adopted with non-substantive changes to the proposed text as published in the June 20, 1997, issue of the *Texas Register* (22 TexReg 5895). Sections 809.1, 809.4, 809.22-809.25, 809.27-809.33, 809.42, 809.43, 809.45, 809.46, 809.48, 809.62, 809.63, 809.67, 809.69, 809.83, 809.85-88, 809.90-809.92, 809.101-809.107, 809.110, 809.111, 809.121, 809.123, 809.142-809.148, 809.150, 809.151, and 809.153, are adopted without changes and will not be republished.

Explanation: The Commission is adopting these child care rules due to changes made to the federal law governing child care funding at 42 U.S.C.A. §§9858, *et seq.* to reflect that the Child Care and Development Program transferred from the Texas Department of Human Services to the Texas Workforce Commission on June 1, 1996. To this end, the promulgation of these rules was necessary to accomplish repealing some sections; renumbering remaining sections into new subchapters; revising sections to reflect technical and substantive changes; and creating new sections not previously in existence. Note: Several of the new rules contain only minor changes from the previous language of the subject rules. However, due to the renumbering of some of these rules, the Texas Register requires the Commission to repeal and replace as new the previous rules. Specifically, the Commission repeals and adopts the following:

Rules Repealed: The repeal of §§809.1, 809.10, 809.57, 809.63, 809.64, 809.79, and 809.80 reflects a reduction in the number of eligibility rules and significant changes in the federal law at 42 U.S.C. §418(a) (relating to the Social Security Act), 42 U.S.C. §9858 (relating to the Child Care and Development Block Grant Act of 1990), as amended, and proposed changes to 45 C.F.R. Parts 98 and 99. The eligibility criteria for child care services funded by Child Care and Development Block Grant, Food Stamp Employment and Training and Title XX were combined into one rule which deals with all child care funding sources, §809.13. In addition, the section on allowable services during interruptions to education or training activities was combined with another section, §809.73, that addresses interruptions to employment activities. The determination of family members for child care services has been added to definitions at §809.2. The repeal of §809.1 concerns the documentation of client eligibility required by a contractor in order to receive payment for services. This requirement is covered in §§809.28, 809.84 and 809.111. The repeal of §809.10 concerns the requirements for insurance coverage for Child Care Management System (CCMS) contractors. The requirement for insurance will be added to the language of the CCMS contracts, eliminating the necessity of a rule, (repealed rule §809.10).

The adopted rules are explained as follows:

Renumbering of the Remaining Rules. See Figure 1: 40 TAC §§809.1-809.155 Adoption Preamble.

New Subchapters—The new sections regroup rules and incorporate new rules into the following subchapters: A. General Provisions, B. Contractor Requirements, C. Child Care Provider Requirements, D. Client Eligibility Requirements, E. Client Eligibility Process Requirements, F. Billing and Payment Require-

ments, G. Program Monitoring and Compliance Requirements, H. Corrective and Adverse Actions.

Rules Containing Technical Changes: The renumbered rules incorporate technical changes to §§809.22-809.31, 809.33, 809.43-809.47, 809.61-809.63, 809.66, 809.69-809.71, 809.81-809.83, 809.85-809.86, 809.88, 809.90-809.92, 809.101-809.109, 809.111, 809.121-809.124, 809.141-809.142, 809.144-809.147, 809.149-809.150, and 809.154. The technical changes include changing references from the "Texas Department of Human Services (DHS)" to "the Commission"; from "Aid to Families with Dependent Children (AFDC)" to "Temporary Assistance for Needy Families (TANF)"; from "JOBS funded child care" to "Temporary Assistance for Needy Families (TANF) Employment Services;" and from "the JOBS program" to "the Commission's Employment Program for Temporary Assistance for Needy Families (TANF) Recipients." The change incorporated into new §809.109 uses plainer language to discuss payments to parents who arrange child care outside of the CCMS system of vendors. The renumbering also incorporates cross-references to section numbers and section titles and the use of the term "title" or "chapter" in place of "title" or "chapter" where appropriate.

Rules Containing changes: The new rules incorporate changes to §§809.21, 809.41, 809.42, 809.48, 809.64, 809.65, 809.67, 809.68, 809.72, 809.73, 809.74, 809.75, 809.76, 809.84, 809.87, 809.89, 809.110, 809.151, 809.152, and 809.155. These modifications reflect changes in the federal law (the "Personal Responsibility and Work Opportunity Act of 1996", P.L. 104-193) regarding funding sources, changes in eligibility criteria, and the consolidation of former eligibility rules into fewer sections (§809.65). The eligibility changes also include new income limits (§809.67); clarification of income inclusions (§809.68); eligibility of children in care when a local workforce development board assumes management responsibilities of child care services (§809.87); and time limits for education or training-related child care (§809.73). The change to §809.73 distinguishes between education and training time limits and allows clients the option of obtaining the limit for education hours over a longer period of time. Education entities allow individuals to enroll part time in pursuing an education. Training entities only offer full-time programs. CCMS contractors are now able to find part time care. The changes to §809.72 concern child care allowed during interruptions to employment, education, or training activities. The modifications reflect changes in federal law, the "Personal Responsibility and Work Opportunity Act of 1996." Section 809.89 puts current policy into the rule base concerning the assessment of parent fees for pre-kindergarten extended day child care programs. A change at §809.42 adds military-operated facilities as eligible providers of care and clarifies current policies about transportation insurance. A change at §809.48 emphasizes that the criteria used in the Designated Vendor Program are voluntary. Changes at §§809.41, 809.151 and 809.152 add other relatives now allowed by the federal government as care providers. A change at §809.75 adjusts the time limit for appealing decisions to reflect the Commission's policies and procedures regarding appeals. The change at §809.76 notes changes in education that must be reported. A change at §809.106 allows the Commission to adjust local market rates to reflect the actual cost of care in a geographic area in which a substantial number

of child care providers charge a rate that is less than the actual cost of providing care. A change at §809.155 introduces new language concerning the hearing process at the Commission.

New Rules: The renumbered rules incorporate new subsections in §§809.1, 809.2, 809.3, 809.4, 809.32, 809.77, 809.78, 809.143, 809.148, and 809.153. New §809.2 incorporates the Commission's rule policies and defines terms used in the sections in Chapter 809. New §809.3 and §809.4 specify the role that Local Workforce Development Boards have in providing planning, oversight and evaluation of the child care program based on the child care recommendations approved by the Commission and the process Boards must use in establishing new child care eligibility criteria. New §809.32 addresses the child care training program and the Commission's commitment to incorporate in that program materials developed as part of the proposed career development system. New §809.77 establishes what is meant by "receipt" of a document. New §809.143 better enables the Commission to prevent entities cited in serious non-compliance with other programs from doing business with the Commission, its contractors, or its subcontractors. New §809.148 defines those situations that warrant recovery of overpayment of funds. New §809.153 establishes the consequences to parents, caretakers, vendors and providers considered to have committed fraud as defined in current §809.151 and §809.152. New §809.78 requires that parents sign a parent responsibility agreement, if they have not signed one as a requirement to receive TANF benefits, as part of the child care enrollment process. This agreement references cooperation with child support enforcement, and consequences of parental substance or alcohol abuse and non-regular school attendance of the parents' children under 18 years of age. The Commission also seeks comments concerning appropriate sanctions for parents who do not comply with the parent responsibility agreement.

The following comments were received concerning the proposed rules. Following each comment is the Commission's response.

The Commission held four public hearings at the following dates and places: Fort Worth on June 20, 1997, Beaumont and El Paso on June 23, 1997, and Lockhart on June 24, 1997. Sixteen oral and/or written comments were received that addressed the rules. The hearings were held to discuss both the proposed rules and the Child Care State Plan. Only comments on the rules are included in this preamble.

Based on comments received during the four public hearings and the 30-day comment period, there will be non-substantive changes to the proposed text as published in the June 20, 1997, issue of the *Texas Register* (22 TexReg 5895). Specifically, the changes are as follows. The title of Subchapter E "Client Process Requirements," was changed to "Client Eligibility Process Requirements" as indicated in the preamble to the proposed rules. The reference to the federal regulations at §809.2, Definitions, Seriously deficient, was changed from "Title II" to "Chapter II." The word "another" in §809.41(c) and (d)(1), Self-Arranged Child Care, was replaced with "any other." The words "employment or training related" in §809.78(a), Parent Responsibility Agreement, were added. The word "appealing" in § 809.155(a), Local Reviews and Hearings, was replaced with "to appeal." The reference in the last sentence of the subsec-

tion regarding "Chapter 823" in §809.155(c) was eliminated because the proposed hearing rules have not yet been published and the word "formal appeals" was changed to "hearings." The sentence will now read "The Commission conducts hearings in accordance with Commission policies and procedures applicable to the appeal."

Based on a review of the proposed new rules, the following non-substantive changes were made. The word "to" in the phrase Temporary Assistance for Needy Families in §§809.2, 809.61, 809.65, 809.66, 809.68, 809.70-809.76, 809.82, 809.89, and 809.154 was changed to "for." The word "title" in §§809.21, 809.78(b)(2), and 809.3(d)(2) was changed to "chapter." The phrase "the Commission's policies and procedures" was changed to "Commission policies and procedures" in §809.76(1), and §809.81. The word "the" was deleted before the phrase "Commission funds" in §809.47(a). The word "the" was added before Commission in §§809.75(3), 809.122(b), and 809.149(c). The punctuation ""s" was added after "Commission" in §809.149(c). The word "vender" was changed to "vendor" in §§809.108, 809.109(b)(1), and 809.152. The first letters of the phrase "Service Improvement Agreements" were capitalized in §809.44. The word "eligibility" was deleted from the title §809.61 and as this section is referenced throughout this chapter. The acronym "(CCMS)" was deleted from §§809.64, 809.77 and the acronym "CCMS" was added to §809.84. The word "Child Care Management Services" was spelled out in §809.64 and §809.141. The words "as set out in (b)(1) and (2) of this section" were added to §809.124. The acronym "CPS" was substituted for "Child Protective Services" in §809.64(c). The word "of" was deleted and "are" was replaced with "as" in §809.65. The word "relation" was changed to "relating" in §809.68. The reference "(a)" was added to the reference to §809.65 in §809.66(d). The reference "(1) and (5)" was added to the reference to §809.65 in §809.84(a). The reference "(2) (A)-(C) and (4)" was added to the reference to §809.65 (c) in §809.84. The punctuation ";" was changed to "," in §809.89(c)(1). The punctuation ";" was changed to "," in §809.89(c)(2). The punctuation ""s" was added to "Commission," the word "the" was added before "vendor," and the punctuation ""s" was added to the word "vendor" in §809.76(4).

The following parties submitted written and/or oral comments on the proposed Child Care and Development rules: Sandra Anderson was neither for, nor against §§809.3, 809.68, 809.89, and 809.154. Patrick Bresette, Center for Public Policy Priorities (Center) opposed §809.78. Margarita Caballero supported §809.106. Mary Hull Caballero supported §809.106. Myrna Deckert, YWCA El Paso Del Norte Region supported §809.106, was neither for, nor against §809.4, and opposed §§809.42, 809.73, and 809.78(b)(3) but was neither for, nor against the rule in general. Jon Engel, Head Start Agency of Hays, Bastrop and Blanco Counties opposed §809.78. Mary Evans, North Central Texas Local Workforce Development Board (North Central LWDB) was neither for, nor against §809.2 and §809.4. Mellaney Guillory, Stepping Stones Registered Family Home was neither for, nor against §809.106 and opposed §809.103 and §809.107. Nancy Hard, Texas Association of Child Care Resource and Referral Agencies was against §809.78(b)(3) but was neither for, nor against the rule in general, and neither for, nor against §809.4 and §809.106. James Hine, Texas Depart-

ment of Protective and Regulatory Services opposed §809.78. State Senator Eliot Shapleigh supported §809.106 and was neither for nor against §809.78. Rosa Sanchez, Professional Home Child Care Association was opposed to §809.106. Rene Solis, Child Care Management Services/El Paso supported §809.106 and opposed §809.78(b)(3) but was neither for, nor against the rule in general. Steve Thibodeaux, The Kids Safari and Wee Care Child Care was neither for, nor against §809.106. A group of El Paso providers at the meeting held July 16, 1997 at 7:00 p.m. at the YWCA located at 1600 N. Brown, El Paso were neither for, nor against §809.106. Linda B. Turk, Southeast Texas Workforce Development Board (Southeast LWDB) supported the sections. Scott Williams, Child Care Management Services/Athens opposed §809.78(b)(3) but was neither for, nor against the rule in general.

Comment: Concerning §809.78 (relating to Parent Responsibility Agreement), two commenters expressed concern about the statutory authority to require this agreement. One commenter was also concerned that the basis for requiring TANF clients to sign a similar agreement was to require that individuals receiving public assistance be responsible and that clients receiving child care services are being responsible by participating in work or training activities. Further, one commenter believed that this new requirement would add administrative costs in order to implement and monitor.

Response: The Commission responds that the Legislature conferred upon the Texas Workforce Commission the power to administer a "day care program established by federal law" as well as the power to promulgate rules to carry out that responsibility (Texas Human Resources Code, §44.001). Among the powers of the Texas Workforce Commission is the power to determine "eligibility" (Texas Human Resources Code, §44.002 (d)). Likewise, federal regulations (45 C.F.R. §98.20) provide authority for the state to set eligibility. The Commission, in enacting eligibility standards, is concerned that the underlying purposes behind the program are accomplished. It is to help people "through self-help and mobilization of the community at large, with appropriate federal assistance, improve the quality" of people's lives and help them to rise from poverty. This policy is set out in federal law at 42 U.S.C.A. §9801. Section 809.78 requires clients to endeavor to live a lifestyle that would help people escape poverty and become self-supporting. The provisions of §809.78 call upon clients to refrain from abuse of alcohol and drugs, keep their children in school, and cooperate with the State in obtaining child support. If persons who wish to take advantage of the child care program meet the standards set out in the Parent Responsibility Agreement, the Commission believes their chances of lifting themselves out of poverty will be much improved. The Commission also believes that obstacles to completing training activities and maintaining employment will be reduced. For all of these reasons, the Commission believes the Parent Responsibility Agreement is a reasonable and useful eligibility requirement and is as appropriate for the child care program as it is for the TANF program. The Commission is of the opinion that additional administrative costs, if any, in relation to the subject provisions, will be minimal, particularly when the benefit to be derived therefrom is taken into account.

Comment: Concerning §809.78(b)(3) relating to school attendance of teens, four commenters believed younger siblings and

their parents would be penalized for the behavior of truant, acting out adolescents and overall, expressed the opinions that such a requirement would increase the stress and problems the clients face.

Response: The Commission disagrees and reiterates its response to comments regarding §809.78. While the Commission believes that the additional stress, if any, on program clients will be more than offset by the positive overall effect such requirements will have on the program, the Commission states that it will not impose any sanctions pending the consideration and promulgation of an applicable rule dealing with sanctions and will consider this matter at that time. The Commission intends to publish such a rule for public comment during the month of September, 1997.

Comment: Concerning §809.78, one commenter indicated that parents with children in protective services must be exempt from the requirement to sign a Parent Responsibility Agreement. Child Protective Services (CPS) families are not voluntary clients and frequently cannot/do not want to establish paternity (i.e., incest situations). Such a requirement will prevent the use of protective day care for these families and would be detrimental to these families. Such a requirement would interfere with the TDPRS's ability to ensure the safety of some CPS children. There was also concern about the role of CPS caseworkers who may have information related to the requirements of this agreement and what the consequences would be for families who are not in compliance with the agreement. Ending child care services would place many CPS children at greater risk.

Response: The Commission states that it is not the intent of the Commission to have TDPRS/CPS parents sign this agreement and the Commission has changed the language in §809.78(a) to clarify that these clients do not have to sign such agreements.

Comment: Concerning §809.78, one commenter believed there should be good cause exceptions for the various requirements of §809.78.

Response: The Commission believes the rule is sufficient to promulgate at this time; however, it agrees that there is a need for exceptions to the requirements and will not impose any sanctions on clients pending the consideration and promulgation of an applicable rule dealing with exceptions. The Commission intends to publish such a rule for public comment during the month of September, 1997.

Comment: Concerning §809.78, one commenter expressed a concern about requiring single parents to establish paternity when domestic violence is involved and about the State interfering in an individual's personal decision about pursuing child support.

Response: The Commission believes the rule is sufficient to promulgate at this time; however, it will consider developing a rule on good cause exceptions that may include domestic violence/paternity issues. The Commission will not impose any sanctions on clients in this situation pending the consideration and promulgation of an applicable rule dealing with exceptions. The Commission intends to publish such a rule for public comment during the month of September, 1997.

Comment: Concerning §809.78, one commenter was concerned that sanctions should not include losing child care services and should be time limited.

Response: The Commission states that it will not impose any sanctions pending the consideration and promulgation of an applicable rule dealing with sanctions and will consider this matter at that time. The Commission intends to publish such a rule for public comment during the month of September, 1997.

Comment: Concerning §809.106 (relating to Establishment of Individual Child Care Management Services (CCMS) Vendor Reimbursement Rates), five commenters supported the additional language regarding geographic areas with a preponderance of subsidized child care providers who charge low rates and the ability of the Commission to consider the cost of care in determining maximum rates in those areas. One of the commenters wanted the Commission to add language to the rule that the market rate surveys be conducted every two years, and that Boards be required to implement the results but limit any decreases that would go below current rates. One commenter on §809.106(b) and (c) indicated that a statewide maximum rate should be used instead of geographic areas in determining maximum rates. One commenter believed in having reimbursement rates support or reflect quality efforts. Three commenters believed that rates should cover or reflect the cost of providing quality child care. Two commenters also believed the rates should cover the cost of paperwork required to be a vendor. Another commenter recommended using other criteria in evaluating local rates during a market rate survey than what is currently used (i.e., licensed capacity).

Response: The Commission responds that the proposed federal regulations, published in the July 23, 1997, issue of the Federal Register, 62 Fed.Reg. 39,609(1997), for the Child Care and Development Fund, will amend 45 C.F.R. Part 98. Section 98.43 entitled Equal Access provides that the Lead agency will have to conduct a local market rate survey "no earlier than two years prior to the effective date of the currently approved Plan." Additionally, the preamble to the federal regulations found at 45 CFR Parts 98 and 99 provides that "the Lead Agency (shall have) the flexibility to recognize and compensate higher quality child care facilities and providers, including those that have obtained nationally recognized accreditation or special credentials." The Commission has concluded that it is bound by federal regulations applicable to the child care program. Therefore, depending upon finalization of applicable federal regulations, the Commission may revisit this subject in the future. However, for the present the Commission is satisfied that the pertinent rate setting rules used in the past are appropriate because such rules were based on previously applicable federal regulations and statutes.

Comment: Concerning §809.42(4) (relating to Vendor Requirements), one commenter wanted to know if Registered Family Homes and Group Day Homes were included in the requirements of the section to carry commercial transportation insurance and will only support this requirement if these facilities are also mandated to carry such insurance.

Response: The Commission states that commercial transportation insurance is not readily available to registered or group homes; however, the Commission encourages these facilities

to obtain appropriate general liability insurance to cover those instances when they are transporting children.

Comment: Concerning §809.4 (relating to Board Procedures for Developing Additional Requirements for Child Care Services), one commenter believed the rule should specify each activity for which the Boards may develop requirements in addition to the Commission's requirements. Two commenters were concerned about the requirement to publish the changes in the newspaper. One commenter believed that publishing the text in at least two newspapers would be costly and another commenter believed that it was important to inform individuals/entities affected by the changes and the need to be user friendly in the process. One commenter also indicated concern about having to obtain approval from the Commission prior to the implementation of the changes.

Response: The Commission would point out that the issue of activities and additional requirements are, or will be, addressed in the appropriate contracts with Local Workforce Development Boards. As to notification in newspapers, the Commission believes any additional cost will be minimal in comparison to the benefit to be derived from providing notice to the public of related activities. The Commission believes at the present time that prior approval by the Commission is essential since this is a new process for which the Commission is ultimately responsible.

Comment: Concerning §809.3 (Board Planning, Oversight and Evaluation of Child Care Services), two commenters indicated that the specific activities over which the Boards will have authority should be clearly stated.

Response: The Commission would point out that the issue of activities and additional requirements are, or will be, addressed in the appropriate contracts with Local Workforce Development Boards.

Comment: Concerning §809.68 (relating to Income Inclusions for Child Care Services), one commenter expressed a concern regarding whether child support income referenced in the section means that which is decreed or actually received.

Response: The Commission states that the reference means child support income actually received.

Comment: Concerning §809.73 (relating to Time Limits for Education and Training-Related Child Care), one commenter opposed restricting post-secondary education to 65 semester hours and supported allowing individuals to obtain a four-year degree.

Response: The Commission believes that clients can obtain jobs that will allow them to become self-sufficient with a two-year degree. In addition, with limited funds available for the program, the Commission believes the provision for 65 semester hours of education is reasonable.

Comment: Concerning §809.89 (relating to Assessing Required Parent Fees), one commenter believed that teen parents should not be considered as a separate unit when determining parent fees.

Response: The Commission states that this is not new policy and believes that the rule incorporates past practice that has proved adequate and appropriate. It is the experience of the

Commission that the majority of teen parents are not supported by their families for the child care expenses of the teens' children.

Comment: Concerning §809.103 (relating to Units of Service in Child Care), one commenter believed that a unit should not consist of up to 12 hours and also suggested that day and evening care should be defined as two separate units of care.

Response: The Commission states that the definition of a unit as 6-12 hours represents the most common definition used by child care providers across the State. Due to automation problems and feedback from vendors about how complicated determining CCMS reimbursement rates had become, the Commission revised and simplified the process for determining rates to reflect one rate for a part-time unit and one rate for a full-time unit per CCMS vendor, without differentiating between day and evening units. The reimbursement rates as set out in the rule provide that CCMS clients are not charged more than the general public.

Comment: Concerning §809.107 (relating to Vendor Reimbursement for Transportation), one commenter believed that reimbursement for transportation should not be limited by the local maximum rates.

Response: The Commission notes that the rule restates past and current practice/policy. The Commission also notes that such an approach has proved reasonable and fair and reflects compliance with previous federal regulations. Therefore, the Commission sees no reason to change the rule at this time.

Comment: Concerning §809.154 (relating to Provision of Child Care Services During an Appeal), one commenter recommended adding non-return of paperwork as a criterion for not receiving child care services during an appeal.

Response: The Commission states that the non-return of paperwork is not always due to a client's inaction but due to circumstances beyond their control. Such a requirement would not afford clients with appropriate due process. The Commission will not add this criterion to the rule.

40 TAC §§809.1–809.20, 809.22–809.39, 809.41–809.53, 809.55, 809.57, 809.58, 809.60–809.65, 809.67–809.88

The repeals are adopted under Texas Labor Code, §301.061 and §302.021 which provides that the Texas Workforce Commission shall administer child care services provided in the Texas Human Resources Code, Chapter 44, and will authorize the Commission to adopt, amend or rescind such rules as it deems necessary for the effective administration of the Act.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 5, 1997.

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For further information, please call: (512) 463-8812

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Subchapter A. General Provisions

40 TAC §§809.1–809.4

The new rules are adopted under Texas Labor Code, §301.061 and §302.021 which provides that the Texas Workforce Commission shall administer child care services provided in the Texas Human Resources Code, Chapter 44, and will authorize the Commission to adopt, amend or rescind such rules as it deems necessary for the effective administration of the Act.

§809.2. Definitions.

The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

Board – Board refers to the Local Workforce Development Board as detailed in §801.1(b) of this title (relating to Requirements for Formation of Local Workforce Development Boards).

CCMS – CCMS refers to Child Care Management Services.

CCT – CCT refers to Child Care Training.

Child Care Management Services (CCMS) system – The CCMS is a service delivery system used by the Commission to manage purchased child care services for eligible clients. The primary functions of a CCMS contractor are to provide client services, vendor management and financial management in a local workforce development area as defined by the Commission. The CCMS contractor also manages specific Commission quality improvement initiatives and coordinates with the Commission's Child Care Training contractor to provide training needed by CCMS vendors.

Commission – Commission refers to the Texas Workforce Commission.

Debarment – In accordance with Federal Executive Order 12549, an action taken by a debarring official in accordance with 45 CFR Part 76 (or comparable federal regulations) to exclude a person from participating in a covered contract. A person so excluded is "debarred."

Family Members – Family Members include one or more of the individuals as indicated in subparagraphs (A)-(E) of this definition when determining family membership for child care services.

(A) **Parent or caretaker**—an adult responsible for the care and supervision of the child identified as the child's natural parent, adoptive parent, or stepparent or legal guardian.

(B) **Second parent or caretaker**—a second adult responsible for the care and supervision of the child identified as the child's natural parent, adoptive parent, or stepparent, or parent's spouse including common-law spouse or legal guardian.

(C) **Children**—children must be under 18 years of age or age 18, regularly attend high school or its equivalent full time and expect to graduate before or during the month of their 19th birthday. Children include:

(i) natural children of either or both parents or caretakers;

(ii) adopted children of either or both parents or caretakers;

(iii) children for whom either or both parents or caretakers have legal responsibility granted by the court;

(iv) children for whom either or both parents or caretakers physically provide supervision and care;

(v) children of a teen parent for whom either or both of the teen's parent are the legal guardian, or caretaker; and

(vi) children who are the siblings of either parent or caretaker and for whom either or both are legal guardian or caretaker.

(D) Teen parents or caretakers are considered as a separate family unit in the following situations:

(i) the teen is under 18 years of age and has children or siblings and as a group they live alone or with people who are not their parents, legal guardians, or caretakers;

(ii) the teen lives with her parent but is 18 years of age and has children; or

(iii) the teen lives with her parent but is under 18 years of age, is or has been married and has children.

(E) Other adults in the household are included in the household only if considered as a dependent for income tax purposes.

Local workforce development area—The geographic area for which a Board, CCMS or CCT contractor provides services funded through the Commission.

Seriously deficient – See 7 Code of Federal Regulations, Chapter II, Food and Consumer Service, USDA, §226.6(c).

Serious non-compliance – Serious non-compliance used in this chapter may include but not limited to one or more of the items indicated in subparagraphs (A)-(E) of this definition.

(A) Children in care – Children exposed to serious physical harm or injury or to substantial risk of exposure to harm or injury or children who sustained physical harm or injury.

(B) Financial – The failure to return any advance payment owed to the contracting entity, state or federal program which exceeded the amount earned for allowable activities; overpayments owed to the state or federal program/failure to return disallowed payments; claims for services not rendered; misuse of appropriated funds; or, history of administrative or financial mismanagement. These may be found during an audit or a monitoring visit by a regulatory agency.

(C) Record keeping – The submission of false information to any state or federal program or contracting entity; failure to keep or maintain required documentation or records; irregular or false billing statements or financial records. See §809.151 of this title (relating to Parent or Caretaker Fraud) and §809.152 of this title (relating to Provider or Vendor Fraud).

(D) Regulations – The failure to maintain compliance with or to be in corrective or adverse action with the registration, licensing, regulatory or approval criteria and standards regarding Child Care as set forth by the following agencies: The Texas Department of Protective and Regulatory Services (TDPRS) Child Care Licensing's "Minimum Licensing Standards for Child Care Centers," "Minimum Licensing Standards for Group Day Homes," and "Minimum Registration Standards;" the Texas Department of Health's standards for youth (day) camps; and, the United States

Military's standards for operating a military child care center or family day home.

(E) Other – Such other wrongdoing or improper acts that are a violation of the laws, regulations, policies or procedures governing the conduct of a CCMS contractor, a child care provider or other party subject to this chapter.

TANF – Temporary Assistance for Needy Families (formerly referred to as AFDC).

Texas Early Care and Education Professional (Career) Development System – This is a proposed system sponsored by the Head Start Collaboration Project (a federally funded initiative) to create a professional training and certification program for all early care and education staff in the State of Texas. Early care and education includes Head Start, public school and child care programs. The key components of the proposed system include professional standards for career roles and training; coordinated and articulated training across educational and instructional systems; and, a personnel registry and credentialing system for practitioners and trainers.

Vendor – Vendor refers to child care providers who sign an agreement with the CCMS contractor to care for CCMS referred children.

§809.3. *Board Planning, Oversight and Evaluation of Child Care Services.*

(a) In implementing the provisions of House Bill 1863, 74th Legislature, 1995, the Commission has given Boards specific options regarding the planning, oversight and evaluation of the child care services program. In partnership with the Commission, the options allow the Boards to procure, renew and/or manage both the Child Care Management Services (CCMS) contracts and Child Care Training (CCT) contracts in their local workforce development area.

(b) The parameters of these options are spelled out in the Commission Board Planning Guidelines and the Commission contract with each individual Board.

(c) The Boards must have qualified staff as defined by the Commission in the Commission Board Planning Guidelines and Commission contract to conduct these activities and to ensure that the CCMS and CCT contractors are complying with the terms of their contracts, Commission rules, policies and procedures.

(d) The Board may be:

(1) substituted for the Commission in sections contained in chapter that address activities for which the Board has assumed full responsibility; and/or

(2) included with the Commission in this chapter that address activities for which the Board has assumed partial and/or joint responsibility with the Commission.

(e) The Board may not be substituted for or included with the Commission in this chapter that address activities for which the Commission has sole responsibility.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 5, 1997.

TRD-9710156

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Texas Workforce Commission
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For further information, please call: (512) 463-8812



Subchapter B. Contractor Requirements

40 TAC §§809.21-809.33

The new rules are adopted under Texas Labor Code, §301.061 and §302.021 which provides that the Texas Workforce Commission shall administer child care services provided in the Texas Human Resources Code, Chapter 44, and will authorize the Commission to adopt, amend or rescind such rules as it deems necessary for the effective administration of the Act.

§809.21. *Child Care Management Services (CCMS) Contractor.*

(a) CCMS contractors must be stable, efficient, financially sound entities whose staff exhibit an understanding of child care including its purchase from other vendors.

(b) Criteria for these requirements are stated in the competitive procurement packages provided by the Commission.

(c) Policy for competitive procurement is as specified in Chapter 15, Procurement, in the Texas Workforce Commission Financial Manual for Contracts and Grants.

§809.26. *Child Care Management Services (CCMS) Recruitment of Vendors.*

(a) The CCMS contractor contracts with vendors to meet the child care needs for persons eligible to receive services listed in §809.61 of this title (relating to Basic Requirements To Obtain Child Care Services from the Child Care Management Services (CCMS) System).

(b) CCMS contractors recruit vendors, when necessary, to establish or maintain a vendor base to meet the needs of eligible families according to Commission policies and procedures in the CCMS Contractor Manual.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Subchapter C. Child Care Provider Requirements

40 TAC §§809.41-809.48

The new rules are adopted under Texas Labor Code, §301.061 and §302.021 which provides that the Texas Workforce Commission shall administer child care services provided in the Texas Human Resources Code, Chapter 44, and will autho-

size the Commission to adopt, amend or rescind such rules as it deems necessary for the effective administration of the Act.

§809.41. *Self-Arranged Child Care.*

(a) The Commission uses all available funding sources, except those used for Texas Department of Protective and Regulatory Services (TDPRS) in-home Child Protective Services (CPS) cases, to reimburse eligible parents for payments made to an eligible provider for self-arranged child care.

(b) Eligibility for self-arranged child care (SACC) must be determined and authorized according to §809.84 of this title (relating to Verification and Determination of Client Eligibility for Child Care Services) and §809.87 of this title (relating to Authorization of Child Care Services) and with the exception of clients in open in-home CPS cases, who are not eligible for SACC, and are managed by the TDPRS CPS caseworkers.

(c) Clients who use foster care child care are only eligible for SACC with providers who are licensed or registered by TDPRS child care licensing or any other state regulating body that conducts routine monitoring and has been approved by CPS.

(d) All other clients are eligible for care with a provider of self-arranged child care who is at least 18 years of age and satisfies either of the requirements stated in paragraphs (1) or (2) of this subsection.

(1) A provider qualifies who complies with §809.42 of this title (relating to Vendor Requirements) or any other Commission approved federal, state or local governmental entity.

(2) A provider qualifies who is one of the following relatives of the eligible child:

(A) grandparent;

(B) great-grandparent;

(C) aunt;

(D) uncle; or

(E) sibling who is not living in the same household as the eligible child.

§809.44. *Amendments and Renewal of Vendor Agreements.*

(a) Vendor agreements are limited to one year and end on the date shown on the vendor agreement form.

(b) The Child Care Management Services (CCMS) contractor must renew vendor agreements if the vendor:

(1) continues to meet all requirements as stated in §809.42 of this title (relating to Vendor Requirements);

(2) has satisfied the requirements of the Vendor Agreement;

(3) has no unresolved Service Improvement Agreements with the CCMS contractor;

(4) is willing to renew the Vendor Agreement; and

(5) has maintained a satisfactory compliance record with minimum licensing standards as defined by the Texas Department of Protective and Regulatory Services (TDPRS).

(c) The vendor must inform the CCMS contractor immediately upon knowledge of and prior to:

- (1) moving the facility;
- (2) selling the facility;
- (3) changing the governing body; or

(4) making any other changes in the child care services delivered which could modify either the license or the Vendor Agreement.

(d) The vendor must also inform the CCMS contractor whenever the TDPRS Child Care Licensing Division (CCL) has issued a new license for the facility or placed any conditions on the license.

(e) The requirement to inform the CCMS contractors of changes set forth in subsection (c) of this section does not release the vendor from liability to inform TDPRS CCL of these changes.

(f) Failure to inform the CCMS contractor of changes could result in sanctions against the vendor as set forth in §809.142 of this title (relating to Vendor Agreement Violations and Service Improvement Agreements (SIA)).

(g) The CCMS contractor must amend or complete a new Vendor Agreement based on the type of change reported by the vendor.

(h) Failure to amend or complete a new Vendor Agreement could result in sanctions against the CCMS contractor as set forth in §809.141 of this title (relating to Contract Violations and Service Improvement Agreements).

§809.47. Parent Advisory Groups.

(a) If Commission funds are used to purchase more than 30% of a vendor's licensed capacity, the vendor must establish and maintain a Parent Advisory Group.

(b) Vendors required to set up a parent advisory group must develop and implement written policies that describe the membership and functions of the Parent Advisory Groups. The Commission must approve the policies.

(c) The vendor must ensure that the Parent Advisory Group meets at least twice a year to address the concerns of the parents of enrolled children.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Subchapter D. Client Eligibility Requirements

40 TAC §§809.61-809.78

The new rules are adopted under Texas Labor Code, §301.061 and §302.021 which provides that the Texas Workforce Com-

mission shall administer child care services provided in the Texas Human Resources Code, Chapter 44, and will authorize the Commission to adopt, amend or rescind such rules as it deems necessary for the effective administration of the Act.

§809.61. Basic Requirements To Obtain Child Care Services from the Child Care Management Services (CCMS) System.

(a) CCMS contractors purchase child care services for individuals described in this subsection.

(1) Purchased child care applies to parents or caretakers who need child care for children under age 13 in order to participate in training, education, or employment activities.

(2) Purchased child care also applies to children under age 13 referred by the Texas Department of Protective and Regulatory Services (TDPRS) Child Protective Services (CPS) program.

(3) Purchased child care also applies to older children who are mentally or physically incapable of caring for themselves if they are:

(A) under age 18; or

(B) age 18, regularly attending high school or its equivalent, and are expected to graduate before or during the month of their 19th birthday.

(b) Parents or caretakers who are recipients of Temporary Assistance for Needy Families (TANF), Supplemental Security Income (SSI), or Transitional Child Care benefits or who are participating in the Commission funded pre-kindergarten program as stated in §809.65(3) of this title (relating to Eligibility Criteria for Commission Funded Child Care Services) or who have been referred by the Food Stamp Employment and Training (FS E & T) Program or the TDPRS CPS program are served without regard to income.

(c) Families whose children are recipients of TANF or SSI benefits must meet the income requirements listed in §809.67 of this title (relating to Income Limits for Child Care Services).

(d) Parents or caretakers who receive food stamps but are not participating in the FS E & T program must meet the income requirements listed in §809.67 of this title.

(e) All other parents or families must meet the income requirements listed in §809.67 of this title.

§809.64. Child Care for Abused and Neglected Children.

(a) The Texas Department of Protective and Regulatory Services (TDPRS) purchases child care from the Commission for abused and neglected children or children determined to be at risk of abuse or neglect by a TDPRS caseworker who are in either:

(1) protective cases managed by a TDPRS Child Protective Services (CPS) caseworker; or

(2) CPS cases managed by a CPS Family Preservation contract provider.

(b) TDPRS CPS caseworkers or CPS Family Preservation contract providers must authorize child care for these clients. They must use the forms and procedures required by the TDPRS and the Commission.

(c) CPS clients receive child care for the following reasons:

(1) to enable the child to remain in the home while the parent pursues rehabilitation;

(2) to reduce the detrimental effects of abuse and neglect by providing the child with developmentally appropriate experiences in the areas of physical, social, emotional, cognitive, and language development;

(3) to allow foster parents to work; or

(4) to prevent disruption or relocation of a foster care or adoption placement.

(d) In-home CPS clients must be enrolled with a Child Care Management Services vendor who meets the Voluntary Program Criteria; CPS clients in foster care may be enrolled in vendor facilities or may self-arrange child care in regulated facilities.

§809.65. Eligibility Criteria for Commission Funded Child Care Services.

The Commission uses the Child Care and Development Fund, Social Services Block Grant, Child Care and Development Block Grant, Food Stamp Employment and Training (FS E & T) funds and General Revenue funds to purchase child care for clients who meet the requirements stated in paragraphs (1)-(5) of this section and who meet basic eligibility requirements in §809.2 of this title (relating to Definitions), §809.61 of this title (relating to Basic Requirements To Obtain Child Care Services from the Child Care Management Services (CCMS) System), §809.66 of this title (relating to Additional Transitional Child Care Eligibility Criteria), §809.67 of this title (relating to Income Limits For Child Care Services) and §809.68 of this title (relating to Income Inclusions For Child Care Eligibility Determination).

(1) Child care is purchased for families who meet the eligibility requirements stated in the Texas Human Resources Code, Chapter 31 for clients participating in the Commission's Employment Program for Temporary Assistance for Needy Families Recipients and the Transitional Child Care Program.

(2) Child care is also purchased for children in families who are at risk of becoming dependent upon government assistance as indicated in subparagraphs (A)-(D) of this paragraph.

(A) Children in families who are at risk of becoming dependent upon government assistance include children in families who meet the income requirements in §809.67(a)(1) and whose parents are either working, or in training, or school. These children will continue to receive child care according to the criteria specified in §809.67(b).

(B) Children in families who are at risk of becoming dependent upon government assistance also include children whose teen parents need child care in order to complete high school or the equivalent and whose family income meets the criteria specified in §809.67(a)(2) and whose family members are determined by §809.2.

(C) Children in families who are at risk of becoming dependent upon government assistance also include children with disabilities in families whose income meets the criteria specified in subsection (a) and (b) of this section, must comply with parent fee requirements as specified in §809.89 and §809.91 of this title (relating to Assessing Required Parent Fees and Parent Payments of Assessed Parent Fees and Child Care Subsidies).

(D) Children in families who are at risk of becoming dependent upon government assistance also include children receiving child care as specified in §809.64 of this title (relating to Child Care for Abused and Neglected Children). This group may receive

Commission funded child care services without regard to income on a case by case basis for up to six months after they are no longer eligible to receive child care purchased by the Texas Department of Protective and Regulatory Services (TDPRS) Child Protective Services (CPS). TDPRS CPS caseworkers or CPS Family Preservation contract providers required by TDPRS must authorize child care services for these clients. They must use the forms and procedures required by the TDPRS and the Commission's child care program.

(3) Child care is also purchased for parents who are working, or in training, or school, and have children enrolled in a state pre-kindergarten program offered by a school district participating in at-risk child care certification. This eligibility category is served without regard to income according to §809.61(b) of this title.

(4) Child care is also purchased for children in families whose parents are either working, or are in training, or school, and whose families meet additional eligibility criteria established and presented in the Commission Board Planning Guidelines. These families must also meet the income criteria specified in §809.67(c) of this title.

(5) Child care is also purchased for children in families participating in the FS E & T program according to 7 Code of Federal Regulations, Part 273, and according to §809.61(a) and (b) of this title.

§809.66. Additional Transitional Child Care Eligibility Criteria.

(a) In addition to clients guaranteed child care under §809.65(1) of this title (relating to Eligibility Criteria for Commission Funded Child Care Services), clients who meet the requirements specified in, Human Resources Code, Subchapter A, Chapter 31, §31.0035(a)(2) and §31.012(c) are also guaranteed child care to accept employment or remain employed.

(b) Except as described in paragraphs (1) and (2) of this subsection, the client must be employed to receive these benefits.

(1) If the client is not employed at the time the client loses Temporary Assistance for Needy Families (TANF) benefits, the client can receive child care for up to the first four weeks of the Transitional Child Care eligibility period, as needed, to seek employment.

(2) If the client is enrolled in and attending an education or training program that is not yet completed at the time the client loses TANF benefits, the client can receive child care for up to the first eight weeks of the Transitional Child Care eligibility period, as needed, to continue attending the education or training program. At the end of the eight weeks or when the client completes the education or training program, whichever occurs earlier, the client can receive up to the next four weeks of the Transitional Child Care eligibility period to seek employment.

(c) Clients receiving child care benefits according to subsections (a) and (b) of this section, must comply with parent fee requirements as specified in §809.89 and §809.91 of this title (relating to Assessing Required Parent Fees and Parent Payments of Assessed Parent Fees and Child Care Subsidies).

(d) Clients receiving child care benefits according to subsections (a) and (b) of this section must also comply with all rules that apply to clients receiving child care benefits under §809.65(a) of this title.

§809.68. *Income Inclusions for Child Care Eligibility Determination.*

(a) The family's monthly gross income is the total of the items listed in paragraphs (1)-(19) of this subsection.

(1) The family's monthly gross income includes the family's total gross earnings before deductions are made for taxes. These earnings include money, earnings of a child between 14 and 18 years old who is not in school, wages, or salary the family member receives for work performed as an employee. Wages or salary include armed forces pay (including allotments from any armed forces received by a family group from a person not living in the household), commissions, tips, piece-rate payments, and cash bonuses earned. Overtime pay is estimated based on the person's history of receiving this pay.

(2) The family's monthly gross income also includes net income from non-farm self-employment. These earnings include gross receipts minus business-related expenses from a person's own business, professional enterprise, or partnership, which result in the person's net income. Gross receipts include the value of all goods sold and services given. Expenses include costs of purchased goods, rent, heat, light, power, depreciation charges, wages and salaries paid, business taxes (not personal income taxes or self-employment Social Security tax), and similar costs. The value of salable merchandise used by the owners of retail stores is not included as part of net income.

(3) The family's monthly gross income also includes net income from farm self-employment. These earnings include gross receipts minus operating expenses from operation of a farm by the client or the client and his partners. Gross receipts include the value of products sold; governmental crop loans; and incidental receipts from the sale of wood, sand, mineral royalties, gravel, and similar items. Operating expenses include the cost of feed, fertilizer, seed and other farming supplies, cash wages paid to farm workers, depreciation, cash rent, interest on farm mortgages, repairs of farm buildings, farm-related taxes (not personal income taxes or self-employment Social Security tax), and similar expenses. The value of fuel, food, or other farm-related products used for the family's living expenses is not included as part of net income.

(4) The family's monthly gross income also includes social security and railroad retirement benefits. These benefits include Social Security pensions and survivor's benefits, permanent disability insurance payments made by the Social Security Administration (before deductions for medical insurance), and railroad retirement insurance checks from the federal government. Gross benefits from these sources are the amounts before deductions for Medicare insurance.

(5) The family's monthly gross income also includes dividends and interest. These earnings include dividends from stock holdings or membership in associations, interest on savings or bonds, and periodic receipts from estates or trust funds, and net royalties. These earnings are averaged for a 12-month period.

(6) The family's monthly gross income also includes net income from rental of a house, homestead, store, or other property, or rental income from boarders or lodgers. These earnings include net income from rental property which is calculated by prorating and subtracting the following from gross receipts:

(A) prorated property taxes;

(B) insurance payments;

(C) bills for repair and upkeep of property; and

(D) interest on mortgage payments on the property. Capital expenditures and depreciation are not deductible.

(7) The family's monthly gross income also includes interest income from mortgages or contracts. These payments include interest income the buyer promises to pay in fixed amounts over a period of time until the principal of the note is paid.

(8) The family's monthly gross income also includes public assistance payments. These payments include Temporary Assistance for Needy Families (TANF), refugee assistance, SSI, and general assistance (cash payments from a county or city).

(9) The family's monthly gross income also includes pensions, annuities, and irrevocable trust funds. These payments include pensions or retirement benefits paid to a retired person or his survivors by a former employer or by a union, either directly or through an insurance company. Also included are periodic payments from annuities, insurance, or irrevocable trust funds. Gross benefits from civil service pensions are benefits before deductions for health insurance.

(10) The family's monthly gross income also includes veterans' pensions, compensation checks, and G.I. benefits. These benefits include money paid periodically by the Veterans Administration to disabled veterans of the armed forces or to survivors of deceased veterans, subsistence allowances paid to veterans for education and on-the-job training and refunds paid to ex-servicemen as G.I. insurance premiums. The Commission or the contracted provider includes only that part of the educational allowance that is used for current living costs.

(11) The family's monthly gross income also includes educational loans and grants. These payments include money received by students as scholarships for educational purposes. The Commission includes only that portion of the money actually used for current living costs.

(12) The family's monthly gross income also includes unemployment compensation. This includes unemployment payments from governmental unemployment insurance agencies or private companies and strike benefits from union funds paid to people while they are unemployed or on strike.

(13) The family's monthly gross income also includes worker's compensation and disability payments. These payments include compensation received periodically from private or public insurance companies for on-the-job injuries.

(14) The family's monthly gross income also includes alimony. These payments are support paid to a divorced person by a former spouse.

(15) The family's monthly gross income also includes child support. These payments include court-ordered child support, any maintenance or allowance used for current living costs provided by parents to a minor child who is a student, or any informal child support payments made by an absent parent for the maintenance of a minor.

(16) The family's monthly gross income also includes cash support payments. These payments are regular cash support

payments from friends or relatives received on a periodic basis more than three times a year.

(17) The family's monthly gross income also includes inheritance. This is net income from the client's share of an inheritance.

(18) The family's monthly gross income also includes foster care payments. The total payment made to a client on behalf of a legally assigned foster child or foster adult is counted as income.

(19) The family's monthly gross income also includes sale of property. This includes capital gains from sale of property.

(b) Income to the family that is not included in subsection (a)(1)-(19) of this section is excluded in determining monthly gross income. Do not include monthly Food Stamp benefits as income.

§809.70. Temporary Assistance for Needy Families (TANF) Employment Services Related Child Care During On-the-Job Training (OJT).

The Commission allows eligible parents to receive TANF Employment Services related child care during OJT unless the parent's OJT earnings cause the denial of a TANF grant.

§809.71. Temporary Assistance for Needy Families (TANF) Employment Services Related Child Care While Waiting To Enter an Approved Initial Component of the Commission's Employment Program for TANF Recipients.

The Commission provides TANF Employment Services related child care for up to two weeks for children whose parent is waiting to enter an approved initial component of the Commission's Employment Program for TANF Recipients. The two weeks of child care is allowed when:

- (1) child care is available that meets the needs of the child and the parent; and
- (2) enrollment will prevent loss of the placement.

§809.72. Child Care During Employment, Education or Training Interruptions.

(a) If the employment, education or training of a parent receiving Commission funded child care is interrupted, the Commission allows child care to continue beginning on the first day of the interruption for up to:

- (1) four weeks while the parent seeks or awaits employment or is waiting to begin an education or training activity; or
- (2) two months if the parent becomes temporarily incapacitated.

(b) For Food Stamp Employment and Training clients and clients participating in the Commission's Employment Services Program for Temporary Assistance for Needy Families Recipients, the Child Care Management Services contractor must have authorization from the caseworker to continue care during interruptions in employment, education, and training.

§809.73. Time Limits for Education or Training-Related Child Care.

The Commission limits the time a parent is permitted to receive child care related to education or training as indicated in this section.

(1) Parents whose eligibility is determined by the Commission or employment services contractor as stated in §809.84(a) of this title (relating to Verification and Determination of Client Eligibility for Purchased Child Care Services) and who are participat-

ing in the Commission's Employment Program for Temporary Assistance for Needy Families Recipients case plan receive education and training-related child care until their case plan is closed; or

(2) Parents whose eligibility is determined by the Child Care Management Services contractor according to §809.84(c) of this title may receive education and training-related child care until they have completed one of the following:

- (A) an associate degree or no more than 65 semester hours of college credit; or
- (B) a maximum of two years of post high school technical training.

§809.74. Sanctions and Penalties.

Participants in the Commission's Employment Program for Temporary Assistance for Needy Families Recipients who have been penalized for non-participation are only eligible to receive child care supportive services during the penalty if they re-enter the program and participate satisfactorily in program services.

§809.75. Rights Of People Applying For And Receiving Child Care Services Through The Child Care Management Services (CCMS) System.

Parents or caretakers have the right to:

- (1) have persons represent them when applying for child care services;
- (2) receive notification of their eligibility to receive child care services within 20 calendar days from the day the CCMS contractor receives all necessary documentation required to determine eligibility for child care services;
- (3) be notified in writing by the CCMS contractor at least 12 calendar days before the denial, delay, reduction, or termination of services, except in cases where the child care has been authorized to end immediately because the client is no longer participating in Commission's Employment Program for Temporary Assistance for Needy Families Recipients education or training services and in cases where the child care has been authorized to end immediately for Texas Department of Protective and Regulatory Services (TDPRS) Child Protective Services (CPS) clients. The Commission's Employment Program for Temporary Assistance for Needy Families Recipients and CPS clients are notified of denial, delay, reduction, or termination of services and the effective date of such actions by their respective Commission and TDPRS CPS case workers;
- (4) request a hearing within 60 days of the receipt of the notice of denied, delayed, reduced, or terminated child care services. The exception is a parent who has a child in a TDPRS CPS in-home case and has not requested the child care services. The CCMS contractor must inform parents how to request a hearing. The parent or caretaker may have someone represent them during this process. Provisions for child care to continue while awaiting a hearing are found in §809.154 of this title (relating to Provision of Child Care Services During an Appeal);
- (5) receive child care services regardless of race, color, national origin, age, sex, disability, political beliefs, or religion;
- (6) have the CCMS contractor treat information that is used to determine eligibility for child care services as confidential;

(7) reject an offer of child care services or voluntarily withdraw their child from child care services unless the child is in a CPS in-home protective case;

(8) be informed by the CCMS contractor of the possible consequences of rejecting or ending child care that is offered;

(9) be informed of all child care options available to them and choose the arrangement they desire from these options including information about the various standards that facilities may or must follow;

(10) visit available child care facilities before making their choice of a child care option and visit the facility during the time their child is enrolled; and

(11) receive assistance in choosing initial or additional child care referrals, including information about the Commission's policies regarding transferring children from one facility to another.

§809.76. Responsibilities of People Applying for and Receiving Child Care Services Through the Child Care Management Services (CCMS) System.

Parents or caretakers must meet the requirements contained in this section.

(1) Parents or caretakers are responsible for providing the CCMS contractor with all information considered necessary to establish eligibility according to Commission policies and procedures.

(2) Parents or caretakers must submit required documentation to the CCMS contractor within the time limits required by the Commission including, but not limited to:

(A) eligibility documentation;

(B) CCMS forms; and

(C) submission of Self-arranged Child Care (SACC) claims for services.

(3) Parents or caretakers must meet the time limits required by the Commission or:

(A) have child care services denied or terminated; or

(B) not receive payment for SACC claims.

(4) Parents or caretakers must comply with the Commission's and the vendor's enrollment requirements or have child services denied or terminated.

(5) Parents or caretakers must report changes in income, family size, loss of Temporary Assistance for Needy Families or Supplemental Security Income assistance grants, change in work, education, or training, or any other change that might affect the parent's eligibility for services.

(6) Parents or caretakers must report a change to the CCMS contractor within 12 calendar days of the occurrence of the change. Failure to report changes may result in termination of services or recovery of payments made for services provided during a period of ineligibility caused by the changes listed in paragraph (5) of this section. The receipt of services for which the parent is no longer eligible may constitute fraud.

§809.77. Return of Eligibility Documents From Parents or Caretakers.

If an eligible parent's or caretaker's required documentation is received at the Child Care Management Services contractor after the due date, but the envelope is postmarked on or before the due date, eligibility for child care services must continue.

§809.78. Parent Responsibility Agreement.

(a) The parent or caretaker of a child receiving Commission-funded employment or training related child care services is required to sign a parent responsibility agreement as part of the child care enrollment process, unless covered by the provisions of Human Resources Code, §31.0031. The parent's compliance with the provisions of the agreement shall be reviewed at each eligibility re-determination.

(b) The parent responsibility agreement requires that:

(1) each parent shall cooperate with the Title IV-D agency if necessary to establish paternity of the parent's children or enforce child support;

(2) each parent shall not use, sell, or possess marijuana or a controlled substance in violation of Health and Safety Code, Chapter 481, or abuse alcohol;

(3) each child in the family younger than 18 years of age attend school regularly, unless the child has a high school diploma or a high school equivalency certificate or is specifically exempted from school attendance by Education Code, §21.033.

(c) Failure to comply with the provisions of the parent responsibility agreement may result in sanctions.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

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Subchapter E. Client Eligibility Process Requirements

40 TAC §§809.81-809.92

The new rules are adopted under Texas Labor Code, §301.061 and §302.021 which provides that the Texas Workforce Commission shall administer child care services provided in the Texas Human Resources Code, Chapter 44, and will authorize the Commission to adopt, amend or rescind such rules as it deems necessary for the effective administration of the Act.

§809.81. Intake.

The Child Care Management Services (CCMS) contractor provides intake according to Commission policies and procedures in the CCMS Contractor Manual for clients requesting child care services that includes:

(1) informing parents about all types of child care available to them;

(2) helping parents locate child care that meets the needs of both the parents and the children; and

(3) ensuring that parents are allowed to choose child care arrangements.

§809.82. Priority for Intake Services.

The Child Care Management Services contractor must allocate intake staff resources proportionately among all client groups so that priority for intake services is assured for the following clients: Texas Department of Protective and Regulatory Services (TDPRS) Child Protective Services cases, Temporary Assistance for Needy Families (TANF) Employment Services and other TANF cases, Food Stamp Employment and Training cases, and Transitional Child Care cases.

§809.84. Verification and Determination of Client Eligibility for Child Care Services.

(a) The Commission or an employment services contractor determines client eligibility for clients who meet the requirements stated in §809.65 (1) and (5) of this title (relating to Eligibility Criteria for Commission Funded Child Care Services).

(b) The Texas Department of Protective and Regulatory Services (TDPRS) determines client eligibility for clients who meet the requirements stated in §809.64 of this title (relating to Child Care for Abused and Neglected Children) and §809.65(2)(D) of this title (relating to Eligibility Criteria for Commission Funded Child Care Services).

(c) The Child Care Management Services (CCMS) contractor determines and documents client eligibility for clients who meet the requirements stated in §809.2 of this title (relating to Definitions), §§809.65 (2) (A) - (C) and (4), 809.67, and 809.68 of this title (relating to Eligibility Criteria for Commission Funded Child Care Services, Income Limits for Child Care Services, and Income Inclusions for Child Care Eligibility Determination).

(d) The CCMS contractor must verify and document the client's eligibility status before authorizing services for clients whose eligibility was determined by the Commission or employment services contractors and TDPRS as specified in subsections (a) and (b) of this section.

(e) The CCMS contractor must determine, verify, and document client eligibility as specified in subsections (c) and (d) of this section using the forms and procedures required by the Commission in the CCMS Contractor Manual.

§809.89. Assessing Required Parent Fees.

(a) The Child Care Management Services (CCMS) contractor must assess parent fees to all parents or caretakers based on the family's gross monthly income, with the following exceptions:

(1) parents or caretakers who receive Temporary Assistance for Needy Families (TANF). In families where the child is the only TANF recipient, a parent fee is assessed;

(2) parents or caretakers who receive Supplemental Security Income (SSI). In families where the child, rather than the parent or caretaker, is the SSI recipient, a parent fee is assessed;

(3) parents or caretakers who participate in the Food Stamp Employment and Training program; and

(4) parents or caretakers who receive Child Protective Services (CPS) unless the Texas Department of Protective and Regulatory Services (TDPRS) CPS caseworker or the CPS Family Preservation contract provider authorizes the CCMS contractor to assess fees to a parent.

(b) Teen parents who live with their parents and who are not covered under exceptions outlined in subsection (a) of this section must be assessed a parent fee. The parent fee is based solely on the teen parent's income.

(c) Parent fees are assessed using the following formulas:

(1) the parent fee must be 9.0% of the family's gross monthly income (the amount recorded on the most recent eligibility certification), if there is one child receiving Commission paid child care;

(2) if there are two or more children receiving Commission paid child care, the parent fee is 11% of the family's gross monthly income (the amount recorded on the most recent eligibility certification).

(d) Parent fees for children enrolled in Independent School District pre-kindergarten extended day programs are reduced to reflect no charge to the parent for the portion of the day that is core pre-kindergarten. The parent fee is assessed at 65% of the usual fee if the core pre-kindergarten program is three hours per day. The fee is assessed at 33% of the usual fee if the core pre-kindergarten program is more than three hours per day.

(e) The CCMS contractor is not permitted to assess a parent fee that exceeds the cost of care.

(f) Parents who receive a child care subsidy from other state or federal programs such as the Job Training Partnership Act must pay that amount in addition to the assessed parent fee. The CCMS contractor must request documentation of child care subsidies from the parent.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 5, 1997.

TRD-9710160

Esther L. Hajdar

Deputy Director of Legal Services

Texas Workforce Commission

Effective date: August 25, 1997

Proposal publication date: June 20, 1997

For further information, please call: (512) 463-8812



Subchapter F. Billing and Payment Requirements

40 TAC §§809.101-809.111

The new rules are adopted under Texas Labor Code, §301.061 and §302.021 which provides that the Texas Workforce Commission shall administer child care services provided in the Texas Human Resources Code, Chapter 44, and will authorize the Commission to adopt, amend or rescind such rules as it deems necessary for the effective administration of the Act.

§809.108. *Deduction of Parent Fees and Child Care Subsidies from Child Care Management Services (CCMS) Vendor Reimbursements.*

The CCMS reimbursement to the vendor is adjusted as provided in this section.

(1) The CCMS reimbursement to the vendor is reduced by an amount equal to the parent fees assessed by the CCMS contractor according to §809.89 of this title (relating to Assessing Required Parent Fees).

(2) The CCMS reimbursement to the vendor is reduced by an amount equal to any child care subsidy received by the parent from other state or federal programs according to §809.89 of this title. The vendor reports the amount of the subsidies collected to the CCMS contractor.

(3) The CCMS reimbursement to the vendor is adjusted when parent fees are reduced.

(4) The CCMS reimbursement to the vendor is paid in full, if the vendor notifies the CCMS contractor:

(A) that a parent has not paid a parent fee as required by §809.45(d) of this title (relating to Collection of Assessed Parent Fees and Child Care Subsidies); and

(B) makes the notification within three days beginning the day the fees were due.

§809.109. *Payment for Child Care Arranged by Parents.*

(a) The Child Care Management Services (CCMS) contractor must authorize and issue payments as specified by the Commission to eligible parents who choose to arrange child care outside the CCMS system of vendors.

(b) The CCMS contractor must not pay parents for child care arranged outside of the CCMS system of vendors if the CCMS contractor discovers that the provider chosen is not eligible according to requirements listed in §809.41(d) of this title (relating to Self-Arranged Child Care).

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 5, 1997.

TRD-9710161

Esther L. Hajdar

Deputy Director of Legal Services

Texas Workforce Commission

Effective date: August 25, 1997

Proposal publication date: June 20, 1997

For further information, please call: (512) 463-8812



Subchapter G. Program Monitoring and Compliance Requirements

40 TAC §§809.121-809.124

The new rules are adopted under Texas Labor Code, §301.061 and §302.021 which provides that the Texas Workforce Commission shall administer child care services provided in the Texas Human Resources Code, Chapter 44, and will autho-

size the Commission to adopt, amend or rescind such rules as it deems necessary for the effective administration of the Act.

§809.122. *Audits of Child Care Management Services (CCMS) Contractors.*

(a) All CCMS contractors are subject to audit or review by the Commission. The Commission may audit or review all relevant records or statistically sample records and project findings, including overpayments, based on that sample. The Commission may also audit cost or rate study data submitted by the CCMS contractor.

(b) CCMS contractors subject to the Single Audit Act must have an independent audit performed in compliance with either the Office of Management and Budget Circular A-128 or A-133. The audit must be approved by the cognizant agency for the CCMS contractor, with a copy provided by the CCMS contractor to the Commission for review by the Commission. The CCMS contractor may be reimbursed by the Commission for the CCMS share of audit expenses if funding is available, the audit is found to be acceptable upon review by the Commission, and the audit and reimbursement request follow Commission policies and procedures specified in the CCMS Contractor Manual.

(c) Operations expense is subject to additional review as part of the CCMS contractor's organization-wide single audit or audit by the Commission or other authorized agencies, as determined and approved by the Commission.

§809.124. *Quality Assurance (QA) Performance Indicators and Standards.*

(a) The Commission establishes the following QA performance indicators and standards for Child Care Management Services (CCMS) contractors.

(1) Accurate and timely determinations or re-determinations of client eligibility. The CCMS contractor must comply with a 95% standard for the performance indicator of accurate and timely determinations or re-determinations of client eligibility.

(2) Correct assessment of parent fees. The CCMS contractor must comply with a 95% standard for the performance indicator of correct assessment of parent fees.

(3) Appropriate documentation of client enrollment activities. The CCMS contractor must comply with a 95% standard for the performance indicator of appropriate documentation of client enrollment activities.

(4) Maintenance of valid vendor agreements. The CCMS contractor must comply with a 95% standard for the performance indicator of maintaining valid vendor agreements.

(5) Appropriate monitoring of vendors. The CCMS contractor must comply with a 95% standard for the performance indicator of appropriate monitoring of vendors.

(6) Appropriate documentation of vendor rates. The CCMS contractor must comply with a 95% standard for the performance indicator of appropriate documentation of vendor rates.

(b) The CCMS contractor's failure to perform within the standards specified in subsection (a)(1)-(6) of this section will result in the implementation of corrective action and/or recoupment as set out in (b)(1) and (2) of this section.

(1) Corrective action. The CCMS contractor is required to implement corrective action for failure to perform within the standard for each performance indicator in subsection (a)(1)-(6) of this section. Additional corrective actions that may be imposed are specified in §809.141 of this title (relating to Contract Violations and Service Improvement Agreements).

(2) Recoupment. In addition to corrective action, the CCMS contractor may be subject to recoupment for failure to perform within the standard for accurate and timely determinations or re-determinations of client eligibility as specified in subsection (a)(1) of this section; and for failure to perform within the standard for maintenance of valid vendor agreements as specified in subsection (a)(4) of this section. Guidelines regarding recoupment methodology are specified in §809.149 of this title (relating to Recoupment Methodology for Administrative Costs Based on Quality Assurance (QA) Findings).

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 5, 1997.

TRD-9710162

Esther L. Hajdar

Deputy Director of Legal Services

Texas Workforce Commission

Effective date: August 25, 1997

Proposal publication date: June 20, 1997

For further information, please call: (512) 463-8812



Subchapter H. Corrective and Adverse Actions

40 TAC §§809.141-809.155

The new rules are adopted under Texas Labor Code, §301.061 and §302.021 which provides that the Texas Workforce Commission shall administer child care services provided in the Texas Human Resources Code, Chapter 44, and will authorize the Commission to adopt, amend or rescind such rules as it deems necessary for the effective administration of the Act.

§809.141. *Contract Violations and Service Improvement Agreements.*

(a) The Child Care Management Services (CCMS) contractor must comply with all terms of the contract, Commission rules, and the policies and procedures in the CCMS Contractor Manual.

(b) The Commission pursues resolution of contract violations in accordance with the terms of the contract and the CCMS Contractor Manual.

(c) The Commission may consider a non-compliance as a breach of the contract. Sanctions the Commission may take as a response to a contract breach include, but are not limited to:

(1) requiring the CCMS contractor to enter into a Service Improvement Agreement (SIA) as set forth in subsection (e) of this section;

(2) suspension, nonrenewal, or termination of the CCMS contract;

(3) temporarily withholding payments to the CCMS contractor;

(4) nonpayment of costs incurred; and/or

(5) recoupment of funds from the CCMS contractor.

(d) The determination of which sanction or sanctions is appropriate is based upon:

(1) the scope of the violation;

(2) the severity of the violation;

(3) the contractor's history of compliance; or

(4) the contractor's failure to meet performance standards referenced in §809.123 of this title (relating to Responsibility of the Commission for Establishing Procedures for Quality Assurance Monitoring of Child Care Management Services (CCMS) Contractors and Recoupment Based on Quality Assurance Monitoring Findings).

(e) When contract violations are documented, a written SIA may be negotiated. The SIA establishes at a minimum:

(1) the basis for the agreement;

(2) the steps required to reach compliance including technical assistance to be provided by the Commission;

(3) the time limits for implementing the improvements; and

(4) the consequences of not complying with the agreement.

(f) A failure to fully comply with the terms of the SIA may result in the application of one or more of the sanctions set forth in subsection (c) of this section.

§809.149. *Recoupment Methodology for Administrative Costs Based on Quality Assurance (QA) Findings.*

(a) Child Care Management Services (CCMS) contractors are subject to recoupment when they fail to meet standards for the performance indicators specified in §809.124(a)(1) and (4) of this title (relating to Quality Assurance (QA) Performance Indicators and Standards). The Commission may recoup for administrative costs when the CCMS contractor's annual compliance rate is less than the 95% standard.

(b) The Commission uses the following methodology to determine the amount to be recouped for a compliance rate that is less than the 95% standard for accurate and timely determinations and re-determinations of client eligibility.

(1) The Commission determines the average cost per client for client services.

(2) The Commission determines the administrative costs of client services for clients in a CCMS contractor's QA monitoring sample, based on the number of clients in the CCMS contractor's QA monitoring sample and the average costs per client for client services.

(3) Based on the results of Commission monitoring of client eligibility determination and re-determination, if a CCMS contractor's compliance is:

(A) below the 95% standard but at or above 85%, the Commission recoups administrative costs in an amount equal to 1.5 times the percentage of noncompliance below 95% applied to the

administrative costs of client services for clients in the QA monitoring sample; and

(B) below 85% of the standard, the Commission recoups administrative costs in an amount equal to the percentage of noncompliance below 100% applied to the administrative costs of client services for clients in the QA monitoring sample.

(c) The Commission uses the following methodology to determine the amount to be recouped for a compliance rate that is less than the 95% standard for maintenance of valid vendor agreements.

(1) The Commission determines the average cost per client for vendor services.

(2) The Commission determines the costs of vendor services for vendors in a CCMS contractor's QA monitoring sample, based on the number of vendors in the CCMS contractor's sample and the average costs per vendor for vendor services.

(3) Based on the results of the Commission's monitoring of maintenance of valid vendor agreements, if a CCMS contractor's compliance is:

(A) below the 95% standard but at or above 85%, the Commission recoups administrative costs in an amount equal to 1.5 times the percentage of noncompliance below 95% applied to the administrative costs of vendor services for vendors in the monitoring sample; and

(B) below 85% of the standard, the Commission recoups administrative costs in an amount equal to the percentage of noncompliance below 100% applied to the administrative costs of vendor services for vendors in the monitoring sample.

(d) If a CCMS contractor's compliance for accurate and timely determinations and re-determinations of client eligibility or maintenance of valid vendor agreements is below 85%, the Commission may recoup child care costs related to the errors in the sample in addition to recouping administrative costs. The Commission may also base recoupment on QA findings projected to the CCMS contractor's administrative and/or child care costs for all client services or all vendor services during the period of the QA monitoring sample.

§809.152. Provider or Vendor Fraud.

The Commission considers a provider or vendor may have committed fraud if the provider or vendor presents or causes to be presented to the Child Care Management Services (CCMS) contractor either of the items as described in paragraphs (1) or (2) of this subsection.

(1) A provider or vendor may commit fraud if the provider or vendor presents or causes to be presented to the CCMS contractor a claim for child care under the conditions in subparagraphs (A)-(C) of this paragraph.

(A) Provider or vendor fraud may occur when the provider or vendor knows, or should know, that child care services were not provided as claimed.

(B) Provider or vendor fraud may also occur when the provider or vendor knows, or should know, that information is false or fraudulent.

(C) Provider or vendor fraud may also occur when the provider or vendor knows, or should know, that child care services were provided by a person who is not a regulated provider; is not 18

years of age; and is not one of the following relatives of the eligible child:

(i) aunt;

(ii) uncle;

(iii) grandparent;

(iv) great grandparent; or

(v) sibling who is not living in the same household as the eligible child.

(2) A provider or vendor may commit fraud if the provider or vendor presents or causes to be presented to the CCMS contractor a request for reimbursement that is in excess of the amount charged by the provider to other parents for the child care services.

§809.154. Provision of Child Care Services During an Appeal.

(a) Child care services continue during the appeal process until a decision is reached if the parent requests a hearing within the 12-day notification period, as noted in §809.75(3) of this title (relating to Rights of People Applying for Child Care Services Through the Child Care Management Services (CCMS) System). Child care services will not continue during the appeal process if the child's enrollment is denied, delayed, reduced, or terminated because of:

(1) excessive absences;

(2) voluntary withdrawal from child care services as stated in §809.86 of this title (relating to Termination of Enrollment Due to Excessive Absences);

(3) change in federal or state laws or regulations;

(4) lack of funding;

(5) Clients participating in the Commission's Employment Program for Temporary Assistance for Needy Families (TANF) Recipients who are recommended for sanctioning; or

(6) voluntary withdrawal of a client from the Commission's Employment Program for TANF Recipients.

(b) The cost of providing services during the appeal process is subject to recovery from the parent by the CCMS contractor, if the appeal decision is against the client.

§809.155. Local Reviews and Hearings.

(a) A Child Care Management Services (CCMS) contractor or vendor against whom an adverse action, as defined in §§809.2, 809.141, 809.142, 809.144, or 809.146 of this title (relating to Definitions, Contract Violations and Service Improvement Agreements, Vendor Agreement Violations and Service Improvement Agreements, Vendors Violating Minimum Licensing Standards, and Reapplication for Vendor Status After Termination or Non-renewal of the Vendor Agreement), is taken, may request a local review of the adverse action. A CCMS contractor or vendor who is dissatisfied with the outcome of a local review may request a hearing to appeal the results of the local review.

(b) A CCMS contractor or vendor must request a local review in writing and deliver the request to the Commission Contract Management or Board staff. A request for a local review must be filed within 15 calendar days of the date of the Commission, Board, or CCMS contractor staff's written notification of the adverse action and must contain a concise statement of the disputed adverse action,

a recommended resolution, and any supporting documentation the CCMS contractor or vendor deems relevant to the dispute.

(1) On receipt of a request for local review, the Commission Contract Manager or Board coordinates a review by appropriate Commission or Board staff. Additional information may be requested from the CCMS contractor or vendor and must be provided within 15 calendar days of the request for additional information.

(2) Within 30 calendar days of the date the request for local review is received or the date additional requested information is received by the Commission or the Board, the Commission or the Board staff member conducting the local review must send the CCMS contractor or vendor written notification of the results of the review.

(c) A CCMS contractor or vendor who disagrees with the results of a local review conducted under subsection (b) of this section may file an appeal of the review and request a hearing. The CCMS vendor or contractor must file a written request for a hearing with the Appeals Department, Texas Workforce Commission, 101 East 15th Street, Room 410; Austin, Texas 78778-0001, within 15 calendar

days after receiving written notification of the results of the local review. The hearing is limited to the issues and the information submitted by the provider that were considered in the local review process. The Commission conducts hearings in accordance with Commission policies and procedures applicable to the appeal.

This agency hereby certifies that the adoption has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on August 5, 1997.

TRD-9710163

Esther L. Hajdar

Deputy Director of Legal Services

Texas Workforce Commission

Effective date: August 25, 1997

Proposal publication date: June 20, 1997

For further information, please call: (512) 463-8812

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TABLES & GRAPHICS

Graphic material from the emergency, proposed, and adopted sections is published separately in this tables and graphics section. Graphic material is arranged in this section in the following order: Title Number, Part Number, Chapter Number and Section Number.

Graphic material is indicated in the text of the emergency, proposed, and adopted rules by the following tag: the word "Figure" followed by the TAC citation, rule number, and the appropriate subsection, paragraph, subparagraph, and so on. Multiple graphics in a rule are designated as "Figure 1" followed by the TAC citation, "Figure 2" followed by the TAC citation.

Figure 1: 40 TAC §809.1-809.155 - Adoption Preamble

The following chart shows the conversion from the old sections to the new sections. Note that sections 809.21, 809.40, 809.54, 809.56, 809.59 and 809.66 have already been repealed.

Old Section Number	New Section Number	Title (Please note-some titles have been amended.)
n/a	809.1	Short Title and Purpose
n/a	809.2	Definitions
n/a	809.3	Board Planning, Oversight and Evaluation of Child Care Services
n/a	809.4	Board Procedures for Developing Additional Requirements for Child Care Services
n/a	809.32	Child Care Training
n/a	809.77	Return of Eligibility Documents From Parents or Caretakers
n/a	809.78	Parent Responsibility Agreement
n/a	809.143	Non-Compliance with Other State or Federal Programs
n/a	809.148	Recovery of Funds Paid to a Vendor or Parent
n/a	809.153	Consequences of Parent, Caretaker, Provider or Vendor Fraud
809.2	809.21	Child Care Management Services (CCMS) Contractor
809.3	809.29	Child Care Management Services (CCMS) Child Care Advisory Council
809.4	809.24	Funding for Child Care Management Services (CCMS) Contractors
809.5	809.25	Assessing Needs and Resources
809.6	809.31	Requirements for Child Care Management Services (CCMS) Subcontracts
809.7	809.26	Child Care Management Services (CCMS) Contractor's Recruitment of Vendors
809.8	809.27	Child Care Management Services (CCMS) Contractor's Provision of Training and Technical Assistance to Vendors
809.9	809.22	Child Care Management Services (CCMS) Staff Requirements
809.11	809.81	Intake
809.12	809.61	Basic Requirements for Families to Obtain Child Care Services
809.13	809.65	Eligibility Criteria for Commission Funded Child Care Services
809.14	809.69	Exceptions to Eligibility
809.15	809.83	Waiting Lists
809.16	809.64	Child Care for Abused and Neglected Children
809.17	809.62	Evaluation of a Parent's Need for Child Care
809.18	809.72	Child Care During Employment, Education, or Training Interruptions
809.19	809.71	JOBS Child Care While Waiting to Enter an Approved Initial JOBS Component
809.20	809.70	JOBS Child Care During On-the-Job Training (OJT)
809.22	809.74	Sanctions and Penalties
809.23	809.73	Time Limits for Education or Training-Related Child Care
809.24	809.89	Assessing Required Parent Fees
809.25	809.90	Reduction of Assessed Parent Fees
809.26	809.104	Vendor Payment Based on Child Care Enrollment
809.27	809.92	Inclusion Plan Requirements for Children with Disabilities
809.28	809.46	Attendance Requirements
809.29	809.86	Termination of Enrollment Due to Excessive Absences
809.30	809.121	Monitoring Program Compliance
809.31	809.141	Contract Violations and Service Improvement Agreements
809.32	809.122	Audits of Child Care Management Services (CCMS) Contractors
809.33	809.110	Basis of Payment for Child Care Management Services (CCMS) Contractor Operations Expense
809.34	809.111	Billing by a Child Care Management Services (CCMS) Contractor
809.35	809.88	Client Registration
809.36	809.28	Required Forms
809.37	809.103	Units of Service in Child Care
809.38	809.105	Establishment of Maximum Reimbursement Rates
809.39	809.106	Establishment of Individual Child Care Management Services (CCMS) Vendor Reimbursement Rates

Figure 1: 40 TAC §809.1-809.155 (continued)

Old Section Number	New Section Number	Title (Please note-some titles have been amended.)
809.41	809.107	Vendor Reimbursement for Transportation
809.42	809.102	Vendor Billing Requirements
809.43	809.45	Vendor Collection of Assessed Parent Fees and Child Care Subsidies
809.44	809.91	Parent Payments of Assessed Parent Fees and Child Care Subsidies
809.45	809.42	Vendor Requirements
809.46	809.48	Commission Voluntary Program Criteria for Child Care Providers
809.47	809.43	Child Care Management Services (CCMS) Vendor Agreements and Vendor Manuals
809.48	809.145	Attendance Over Licensed Capacity
809.49	809.142	Vendor Agreement Violations and Service Improvement Agreements
809.50	809.144	Vendors Violating Minimum Licensing Standards
809.51	809.44	Amendments and Renewal of Vendor Agreements
809.52	809.47	Parent Advisory Groups
809.53	809.109	Parent Payments for Self-Arranged Care
809.55	809.33	Waiver Requests
809.58	809.101	Child Care Management Services (CCMS) Vendor Payments
809.60	809.84	Verification and Determination of Client Eligibility for Child Care Services
809.61	809.87	Authorization of Child Care Services
809.62	809.82	Priority for Intake Services
809.65	809.41	Self-Arranged Child Care
809.67	809.75	Rights of People Applying for and Receiving Child Care Services Through the Child Care Management Services (CCMS) System
809.68	809.76	Responsibilities of People Applying for and Receiving Child Care Services Through the Child Care Management Services (CCMS) System
809.69	809.67	Income Limits for Child Care Services
809.70	809.85	Redetermination of Eligibility for Child Care Services
809.71	809.154	Provision of Child Care Services During an Appeal
809.72	809.151	Parent or Caretaker Fraud
809.73	809.152	Provider or Vendor Fraud
809.74	809.146	Reapplication for Vendor Status After Termination or Nonrenewal of the Vendor Agreement
809.75	809.123	Responsibility of the Commission for Establishing Procedures for Quality Assurance (QA) Monitoring of Child Care Management Services (CCMS) Contractors and Recoupments Based on Quality Assurance Monitoring Findings
809.76	809.30	Special Projects
809.77	809.147	Responsibilities of the Child Care Management Services (CCMS) Contractor for Recovery of Overpayment for Child Care Services
809.78	809.150	Responsibilities of the Child Care Management Services (CCMS) Contractor for Handling Suspected Fraud
809.81	809.108	Deduction of Parent Fees and Child Care Subsidies from Child Care Management Services (CCMS) Vendor Reimbursements
809.82	809.23	Administrative Requirements for Child Care Services
809.83	809.63	Citizenship and Residency Requirements to Receive Child Care Services
809.84	809.68	Income Inclusions for Child Care Eligibility Determination
809.85	809.124	Quality Assurance (QA) Performance Indicators and Standards
809.86	809.149	Recoupment Methodology for Administrative Costs Based on Quality Assurance (QA) Findings
809.87	809.155	Local Reviews and Hearings
809.88	809.66	Additional Transitional Child Care Eligibility Criteria

OPEN MEETINGS

Agencies with statewide jurisdiction must give at least seven days notice before an impending meeting. Institutions of higher education or political subdivisions covering all or part of four or more counties (regional agencies) must post notice at least 72 hours before a scheduled meeting time. Some notices may be received too late to be published before the meeting is held, but all notices are published in the *Texas Register*.

Emergency meetings and agendas. Any of the governmental entities listed above must have notice of an emergency meeting, an emergency revision to an agenda, and the reason for such emergency posted for at least two hours before the meeting is convened. All emergency meeting notices filed by governmental agencies will be published.

Posting of open meeting notices. All notices are posted on the bulletin board at the main office of the Secretary of State in lobby of the James Earl Rudder Building, 1019 Brazos, Austin. These notices may contain a more detailed agenda than what is published in the *Texas Register*.

Meeting Accessibility. Under the Americans with Disabilities Act, an individual with a disability must have an equal opportunity for effective communication and participation in public meetings. Upon request, agencies must provide auxiliary aids and services, such as interpreters for the deaf and hearing impaired, readers, large print or braille documents. In determining type of auxiliary aid or service, agencies must give primary consideration to the individual's request. Those requesting auxiliary aids or services should notify the contact person listed on the meeting summary several days prior to the meeting by mail, telephone, or RELAY Texas (1-800-735-2989).

Texas Agricultural Finance Authority

Thursday-Friday, August 21–22, 1997, 1:30 p.m. and 9:00 a.m. respectively

1700 North Congress Avenue, Room 911

Austin

AGENDA:

Discussion and action on: minutes of previous meeting; loan guaranty application for Superior Ostrich of Texas; determination of waiver for McManus Produce, Inc; request by First-Nichols National Bank regarding Pogue Seed Company; FDIC proposal for M.W. Carrot account; eligibility of Western Swine Producers, L.P.; legal contract with Vinson and Elkins, LLP; Memorandum of Understanding with Texas Department of Economic Development; Procedures for Loan Administration; adoption of Program Rules for the Young Farmer Loan Guarantee Program; adoption of Program Rules for the Farm and Ranch Finance Program; adoption of Program Rules for the Linked Deposit Program; Loan Guaranty Portfolio; Young Farmer Loan Guarantee Portfolio; Farm and Ranch Finance Program Portfolio; budget for fiscal year 1998 of the Authority. Executive Session; meet with attorney to seek legal advice on pending or contemplated litigation in accordance with Texas Government Code §551.071. Adjourn Executive Session. Reconvene Board Meeting. Discussion and possible action on Executive Session. Public Comment. Discussion and action on future meeting date.

Contact: Robert Kennedy, P.O. Box 12847, Austin, Texas 78711, (512) 463-7639.

Filed: August 11, 1997, 10:00 a.m.

TRD-9710443



Texas Animal Health Commission

Monday, August 18, 1997, 10:00 a.m.

2105 Kramer Lane

Austin

Finance Committee

AGENDA:

I. Discussion and possible action regarding the Fiscal Year 1998–1999 Operating Budget

II. Recognition of public comment as prescribed in §161.34 of the Texas Agriculture Code.

III. Conclusions.

Please direct written public comment to: Tiffany N. Norvell, P.O. Box 12966, Austin, Texas 78711–2966, or e-mail tiffanyn@tahc.state.tx.us

Contact: Tiffany Norvell, P.O. Box 12966, Austin, Texas 78711–2966, (512) 719–0714, tiffanyn@tahc.state.tx.us

Filed: August 7, 1997, 3:46 p.m.

TRD-9710320



Monday, August 18, 1997, 11:00 a.m.

2105 Kramer Lane

Austin

Oversight Committee

AGENDA:

I. Approval of Minutes.

II. Discussion and possible action regarding Fiscal Year 1998–1999 Biennial Operating Plan for Information Resources.

III. Discussion and possible action regarding contracts, purchases and leases greater than \$5,000.

IV. Discussion and possible action regarding the State Auditor's Office Management Control Audit and TAHC Management Responses.

V. Conclusions.

Please direct written public comment to: Tiffany N. Norvell, P.O. Box 12966, Austin, Texas 78711-2966, or e-mail tiffanyn@tahc.state.tx.us

Contact: Tiffany N. Norvell, P.O. Box 12966, Austin, Texas 78711-2966, (512) 719-0714, or e-mail tiffanyn@tahc.state.tx.us
Filed: August 7, 1997, 3:46 p.m.

TRD-9710319



Monday, August 18, 1997, 1:30 p.m.

2105 Kramer Lane

Austin

Audit Committee

AGENDA:

I. Discussion and possible action regarding audits completed by TAHC Internal Auditor, Mr. James L. Davis.

II. Discussion and possible action regarding Fiscal Year 1998-99 Audit Plan for TAHC Internal Auditor, Mr. James L. Davis.

III. Recognition of public comment as prescribed in §161.034 of the Texas Agriculture Code. Please direct written public comment to Ms. Tiffany Norvell, P.O. Box 12966, Austin, Texas 78711-2966, or e-mail comments to tiffanyn@tahc.state.tx.us

IV. Conclusions.

Contact: Tiffany N. Norvell, P.O. Box 12966, Austin, Texas 78711-2966, (512) 719-0714, or e-mail tiffanyn@tahc.state.tx.us
Filed: August 7, 1997, 3:46 p.m.

TRD-9710318



Monday, August 18, 1997, 2:30 p.m.

2105 Kramer Lane

Austin

Selection Committee

AGENDA:

I. Approval of Minutes.

II. Discussion and possible action regarding the definition of the committee selection process concerning the Assistant Executive Director for Administration position.

III. Executive Session (closed to the general public and nonessential commissioners and/or TAHC staff) to include review and discussion regarding applicants for the Assistant Executive Director for Administration position. This session is authorized by §551.074 of the Texas Government Code which authorizes a closed meeting to deliberate the appointment or employment of a public officer or employee.

IV. Discussion and possible action concerning applicants for Assistant Executive Director for Administration position.

V. Recognition of public comment as prescribed in §161.034 of the Texas Agriculture Code. Please direct written public comment to Tiffany N. Norvell, P.O. Box 12966, Austin, Texas 78711-2966, or e-mail comments to tiffanyn@tahc.state.tx.us

VI. Conclusion

Contact: Tiffany N. Norvell, P.O. Box 12966, Austin, Texas 78711-2966, (512) 719-0714, or e-mail tiffanyn@tahc.state.tx.us
Filed: August 7, 1997, 3:47 p.m.

TRD-9710322



Tuesday, August 19, 1997, 8:30 a.m.

2105 Kramer Lane

Austin

Commission Meeting

AGENDA:

I. Approval of Minutes.

II. Special Presentation.

III. Executive Director's Report.

IV. Discussion and possible action regarding Bi-National Committee Report.

V. Legislative Update.

VI. Review of recommendations and possible action regarding Finance Committee meeting.

VII. Review of recommendations and possible action regarding Oversight Committee meeting.

VIII. Review of recommendations and possible action regarding Audit Committee meeting.

IX. Review of recommendations and possible action regarding Selection Committee meeting.

X. Adoption: Chapter 43, §43.20.

Adoption: Chapter 43, §43.21.

Adoption: Chapter 43, §43.22.

Adoption: Chapter 43, §43.23.

XI. Proposal: Revision of Entry Requirements regarding Brucellosis in Cattle, Chapter 35, Subchapter A, §35.4.

Proposal: Revision of Adjacent Herd Testing requirements regarding Brucellosis in Cattle, Chapter 35, subchapter A, §35.2.

Proposal: Revision of Indemnity Requirements regarding Tuberculosis in cattle, chapter 43, §43.1.

Proposal: Revision of Interstate Movement Requirements in Equine, Chapter 49, §49.2.

Proposal: Revision of Entry Requirements regarding Vesicular Stomatitis Quarantine, Chapter 51, §51.4.

Proposal: Revision of Entry Requirements regarding Scrapie and Sheep and Goats, Chapter 51, §51.6.

XII. Review of recommendations and possible action regarding BFPP Committee report.

XIII. Recognition of Public comment as prescribed in §161.034 of the Texas Agriculture Code. Please direct written public comment to Ms. Tiffany N. Norvell, P.O. Box 12966, Austin, Texas 78711-2966, or e-mail tiffanyn@tahc.state.tx.us

XIV. Executive Session (closed to the general public and nonessential TAHC staff.) This session is authorized by §551.074 of the Texas Government Code which authorizes a closed meeting deliberate the appointment or employment of a public officer or employee.

XV. Conclusions.

Contact: Tiffany Norvell, P.O. Box 12966, Austin, Texas 78711-2966, (512) 719-0714, tiffanyn@tahc.state.tx.us
Filed: August 7, 1997, 3:46 p.m.

TRD-9710321



Tuesday, August 19, 1997, 8:30 a.m.

2105 Kramer Lane

Austin

Commission Meeting

REVISED AGENDA:

I. Approval of Minutes.

II. Special Presentation.

III. Executive Director's Report.

IV. Discussion and possible action regarding Bi-National Committee Report.

V. Legislative Update.

VI. Review of recommendations and possible action regarding Finance Committee meeting.

VII. Review of recommendations and possible action regarding Oversight Committee meeting.

VIII. Review of recommendations and possible action regarding Audit Committee meeting.

IX. Review of recommendations and possible action regarding Selection Committee meeting.

X. Review of recommendations and possible action regarding Advisory Committee on TB Surveillance and Cervidae

XI. Adoption: Chapter 43, §43.20.

Adoption: Chapter 43, §43.21.

Adoption: Chapter 43, §43.22.

Adoption: Chapter 43, §43.23.

XII. Proposal: Revision of Entry Requirements regarding Brucellosis in Cattle, Chapter 35, Subchapter A, §35.4.

Proposal: Revision of Adjacent Herd Testing requirements regarding Brucellosis in Cattle, Chapter 35, subchapter, §35.2.

Proposal: Revision of Indemnity Requirements regarding Tuberculosis in cattle, chapter 43, §43.1.

Proposal: Revision of Interstate Movement Requirements in Equine, Chapter 49, §49.2.

Proposal: Revision of Entry Requirements regarding Vesicular Stomatitis Quarantine, Chapter 51, §51.4.

Proposal: Revision of Entry Requirements regarding Scrapie and Sheep and Goats, Chapter 51, §51.6.

XIII. Review of recommendations and possible action regarding BFPP Committee report.

XIV. Recognition of Public comment as prescribed in §161.034 of the Texas Agriculture Code. Please direct written public comment to Tiffany N. Norvell, P.O. Box 12966, Austin, Texas 78711-2966, tiffanyn@tahc.state.tx.us

XV. Executive Session (closed to the general public and nonessential TAHC staff.) This session is authorized by §551.074 of the Texas Government Code which authorizes a closed meeting deliberate the appointment or employment of a public officer or employee.

XVI Conclusions.

Contact: Tiffany Norvell, P.O. Box 12966, Austin, Texas 78711-2966, (512) 719-0714, tiffanyn@tahc.state.tx.us
Filed: August 8, 1997, 11:41 p.m.

TRD-9710355



The State Bar of Texas

Thursday-Friday, August 14-15, 1997, 10:00 a.m. and 10:30 a.m. respectively

Day 1- The Temple Public Library, 100 West Adam, Third Floor, Temple: Day 2- The Peaceable Kingdom, FM 2484, Youngsport, Texas

Temple and Youngsport, Texas

The Texas Commission for Lawyer Discipline

AGENDA:

Public Session: Call to order/Introductions/Approve Minutes

Closed Session: Discuss appropriate action with respect to pending evidentiary cases; pending and potential litigation; special counsel assignments; and the performance of the General Counsel/Chief Disciplinary Counsel and staff.

Public Session: Discuss and authorize General Counsel to make, accept or reject offers or take other appropriate action with respect to pending or potential litigation matters/Review and take appropriate action on those matters discussed in closed session/ Review and discuss the outcome of recent disciplinary trials/Report of Chief Disciplinary Counsel on those matters unresolved in prior meetings requiring additional information and take appropriate action, if any/Review, discuss and take appropriate action on: statistical and status reports of pending cases; the Commission's compliance with governing rules; reports concerning the state of the attorney disciplinary system and recommendations for refinement; budget and operations of the Commission and the General Counsel's Office; matters concerning district grievance committees; the Special Counsel Program and recruitment of volunteers/Discuss issues affecting the attorney discipline and disability system with members of the State Bar's leadership and others/Discuss future meeting/Discuss other matters as appropriately come before the Commission/Public comment/Adjourn.

Contact: Anne McKenna, P.O. Box 12487, Austin, Texas 78711, 1-800-204-2222.
Filed: August 6, 1997, 4:04 p.m.

TRD-9710254

◆ ◆ ◆
Friday, August 15, 1997, 1:30 p.m.

Texas Law Center, Room 202/203, 1414 Colorado

Austin

Executive Committee

AGENDA:

Call to order/Roll Call/Report from the Chair; approval of minutes/ Reports from: President and President-Elect/Report from Executive Director: general report, update for 1996-1997 and 1997-1998 budgets, capital expenditures (if any) and personnel matters (if any)/ Reports from : General Counsel, Grant Review Committee (consider approval for submission of grant to Texas Bar Foundation), Legal Services Committee, Texas Young Lawyers Association President, Immediate Past President, and Supreme Court Liaison/Adjourn.

Contact: Pat Hiller, P.O. Box 12487, Austin, Texas 78711, 1-800-204-2222.

Filed: August 7, 1997, 12:03 p.m.

TRD-9710302

◆ ◆ ◆
State Board of Barber Examiners

Sunday, August 17, 1997, 3:00 p.m.

333 Guadalupe, Tower 2, Room 400A

Austin

Board of Directors

AGENDA:

Opening of meeting: Roll call: Read and possibly approve minutes of the August 5, 1997 board meeting. Executive Session under Texas Government Code, 551.074 for the discussion of the employment and/or appointment of an Executive Director.

Open Session: Discussion and possible action concerning the employment and/or appointment of an Executive Director.

Contact: Minerva Hall, 333 Guadalupe, Tower 2, Suite 2-110, (512) 305-8475.

Filed: August 8, 3:48 p.m.

TRD-9710385

◆ ◆ ◆
State Board of Dental Examiners

Friday, August 22, 1997, 8:30 a.m.

William Hobby Building, 333 Guadalupe, Hearing Room 102 (Main Lobby area)

Austin

Settlement Conference Hearing

AGENDA:

I. Call to Order

II. Discuss, Consider and Vote on making a Settlement Offer for the Following Complaints:

A. 95-160-0120

B. 97-719-0707

C. 96-215-1221

D. 97-101-0913

E. 96-531-0720VF

III. Executive Session to Discuss Pending Contemplated Litigation and/or a Settlement Offer pursuant to §551.071, Texas Government Code, V.T.C.S., 1996

A. 95-160-0120

B. 97-719-0707

C. 96-215-1221

D. 97-101-0913

E. 96-531-0720VF

IV. Adjourn

Contact: Mei Ling Clendennen, 333 Guadalupe, Tower 3, Suite 800, Austin, Texas 78701, (512) 463-6400.

Filed: August 8, 1997, 4:39 p.m.

TRD-9710403

◆ ◆ ◆
General Land Office

Monday, August 18, 1997, 2:00 p.m.

Stephen F. Austin Building, 1700 North Congress Avenue, Room 118

Austin

Veterans Land Board

AGENDA:

Approval of previous board meeting minutes; consideration to extend the special interest rate of 3% and 4% in the Tex-Trax II program; consideration of proposed rules concerning funding and operation of State Veterans Homes; Presentation by bidding entities from communities who have proposed sites for State Veterans Homes; Executive Session- review staff recommendations regarding acquisition of real estate for the State Veterans Homes; Open Session- Consideration of awarding sites for State Veterans Homes; and staff reports.

Contact: Linda K. Fisher, 1700 North Congress Avenue, Austin, Texas 78701, Room 836, (512) 463-5016.

Filed: August 7, 1997, 4:51 p.m.

TRD-9710337

◆ ◆ ◆
Office of the Governor-Criminal Justice Division

Monday, August 25, 1997, 8:30 a.m.

Texas Department of Criminal Justice, Institutional Division-Region I, Director's Office Conference Room, Avenue H

Huntsville

Texas Crime Stoppers Advisory Council Regular Meeting

AGENDA:

- I. Call to order.
- II. Approval of Minutes.
- III. Report from Rulemaking Committee.
- IV. Report from Texas Department of Criminal Justice Crime Stoppers.
- V. Report from Chair, Education Steering Committee; approval of speakers for Specialized Topics Conference scheduled for October 7-9, 1997.
- VI. Appoint chair and vice-chair of 1997-1998 Education Steering Committee.
- VII. Report from Certification Program Specialist on status of crime stoppers certification and recertification: applications and trends for 1998.
- VIII. Adjourn.

Contact: Patricia J. McDaniel, P.O. Box 12428, Austin, Texas 78711, (512) 463-1784.

Filed: August 11, 1997, 10:00 a.m.

TRD-9710442



Texas Health Care Information Council

Tuesday, August 19, 1997, 1:00 p.m.

Joe C. Thompson Center, 26th and Red River Streets, Room 2.110
Austin

Hospital Discharge Data Committee

AGENDA:

The Texas Health Care Information Council's Hospital Discharge Data committee will convene in open session, deliberate, and possibly take formal action on the following items: Proposed amendments to rules that were formally adopted on July 29, 1997 (35 TAC 1301.11-1301.19); New proposed rules relating to hospital discharge data reporting requirements; Information Systems Plan, including proposal to contract for data collection and warehousing services and clarification of scope and contents of Request for Offering; and status and content of proposed contract with Texas Health Information Network.

Contact: Jim Loyd, 4900 North Lamar OOL-3407, Austin, Texas 78751, (512) 424-6490.

Filed: August 8, 1997, 10:00 a.m.

TRD-9710353



Texas Department of Health

Friday, August 15, 1997, 1:30 p.m.

Room 102, (Lobby), Texas Department of Insurance, 333 Guadalupe
Austin

Medical Radiologic Technologist Advisory Committee

AGENDA:

The Advisory committee will introduce members, guests and staff and will discuss and possibly act on: introduction of members, guests and staff; approval of minutes from the November 9, 1996 meeting; update on the 75th Texas Legislature(bills signed by Governor Bush relating to radiologic technology, Senate Bills 702 and 1517, and House Bill 1534); update on member appointments to committee; update on amendments and rules adopted March 24, 1997, 25 Texas Administrative Code(TAC) §143.1, et. seq. (Persons Performing Radiologic Procedures); review of interpretive memorandums (Bone Densitometry, Hospital-based Technologists, and Radiologic Technology Students Employed to Perform Radiologic Procedures); subcommittee appointments (Ad Hoc Subcommittee to review 25 TAC §143.17 (Mandatory Training Requirements for Non-Certified Technicians; and new rules relating to mandatory training requirements for RNs and PAs performing radiologic procedures identified in §143.16); Rules Subcommittee; and other subcommittees); proposed amendments relating to the regulation of persons performing radiologic procedures (25 TAC §§143.2 (Definitions); 143.4 (Fees); 143.8 (Examinations); 143.9 (Standards for the Approval of Curricula and Instructors); 143.11 (Continuing Education); 143.14 (Disciplinary Actions); 143.16 (Dangerous or Hazardous Procedures; and 143.19 (Hardship Exemptions)); proposed rules (25 TAC §141.16) relating to the regulation of persons performing radiologic procedures (photocopying certificates, approvals and registrations, training requirements for RNs and PAs performing dangerous or hazardous procedures and administrative penalties); matters relating to the regulation of persons performing radiologic procedures which require no advisory committee action; public comment; and an announcement of the next meeting date.

To request an accommodation under the ADA, please contact Suzanna C. Currier, ADA Coordinator in the Office of Civil Rights at (512) 458-7627 or TDD at (512) 458-7708 at least four days prior to the meeting.

Contact: Donna S. Flippin, 1100 West 49th Street, Austin, Texas 78756, (512) 834-6617.

Filed: August 8, 1997, 4:58 p.m.

TRD-9710405



Texas State Affordable Housing Corporation

Monday, August 18, 1997, Noon

507 Sabine Street, Room 437

Austin

Board Meeting

AGENDA:

The Board of Texas State Affordable Housing Corporation will meet to consider and possibly act on: Approval of Minutes of July 21, 1997; Election of Additional Officers of the Corporation; Approval of the Sub-Servicing and Compliance Agreement and related matters; Approval of 1997-1998 Budget; Executive Session-Personnel Matters; Consultation with attorney under §551.071(2) of Texas Government Code; Action in Open Session on Items Discussed in Executive Session; Adjourn.

Contact: Larry Paul Manley, 507 Sabine, Suite 900, Austin, Texas 78701, (512) 475-3934.

Filed: August 8, 1997, 4:34 p.m.

TRD-9710397

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Texas Department of Housing and Community Affairs

Monday, August 18, 1997, 10:00 a.m.

507 Sabine Street, Room 437

Austin

Board Meeting

AGENDA:

The Board of Texas State Department of Housing and Community Affairs will meet to consider and possibly act on: Minutes of July 21, 1997; Budget for 1997-1998; Investment Policy; Remarketing Agreement for Remington and High-Point; Sub-Servicing Agreement; FTE Goal; Issuance of Multi-Family Bonds for Windcrest Apartments; Transfer Ownership Relating to Summer Bend Apartments; Amended Resolution for Single Family Series 1997 A, B, and C; Neighborhood Partnership for Texans Award of \$180,000 to Community Housing Endeavors for Down Payment Assistance; HOME Program Awards; Housing Trust Fund Awards; Manufactured Housing Cases: 332-97-0807 Complaint Number MHD1996001753M and MHD1997001122 D In Matter of Odessa Budget Homes Inc; Docket Number 332-97-1108 Complaint Number MHD1997001757M In Matter of Levy Stanley Jr. doing business as Camper Corral R.V. and Mobile Home Sales; City of Tawakoni Request for Home Footing Standards; Executive Session for Personnel Matters; Anticipated Litigation (Potential or Threatened) Personnel Matters regarding duties and responsibilities in relationship to Budget under §551.074 Texas Government Code; Consultation with Attorney; Action in Open Session on items discussed in Executive Session. Adjourn.

Contact: Larry Paul Manley, 507 Sabine, Suite 900, Austin, Texas 78701, (512) 475-3934.

Filed: August 8, 1997, 4:36 p.m.

TRD-9710399

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Texas Department of Insurance

Tuesday, August 26, 1997, 1:00 p.m.

Stephen F. Austin Building, 1700 North Congress Avenue, Suite 1100

Austin

AGENDA:

Docket Number 454-97-1251.C. In the Matter of Stacey Wallace.

Contact: Bernice Ross, 333 Guadalupe Street, Mail Code #113-2A, Austin, Texas 78701, (512) 463-6328.

Filed: August 11, 1997, 9:48 a.m.

TRD-9710418

◆ ◆ ◆
Tuesday, August 26, 1997, 1:00 p.m.

Stephen F. Austin Building, 1700 North Congress Avenue, Suite 1100

Austin

AGENDA:

Docket Number 454-95-1785.E. Prehearing Conference in the Matter of CHILDREN'S MEDICAL CENTER OF DALLAS.

Contact: Bernice Ross, 333 Guadalupe Street, Mail Code #113-2A, Austin, Texas 78701, (512) 463-6328.

Filed: August 11, 1997, 9:48 a.m.

TRD-9710419

◆ ◆ ◆
Thursday, August 28, 1997, 1:00 p.m.

Stephen F. Austin Building, 1700 North Congress Avenue, Suite 1100

Austin

AGENDA:

Docket Number 454-96-1294.D. Hearing in the Matter of THOMAS K. LAWLESS Doing Business As NATIONAL PROCESSING CENTER.

Contact: Bernice Ross, 333 Guadalupe Street, Mail Code #113-2A, Austin, Texas 78701, (512) 463-6328.

Filed: August 11, 1997, 9:48 a.m.

TRD-9710420

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Boards for Lease of State-owned Lands

Monday, August 18, 1997, 4:00 p.m.

Stephen F. Austin Building, 1700 North Congress Avenue, Room 831

Austin

Board for Lease of Texas Department of Criminal Justice

AGENDA:

Approval of previous board meeting minutes; Consideration and approval of bids received for the August 18, 1997 special oil and gas lease sale.

Contact: Linda K. Fisher, Stephen F. Austin Building, 1700 North Congress, Austin, Texas 78701, Room 836, (512) 463-5016.

Filed: August 7, 1997, 4:46 p.m.

TRD-9710338

◆ ◆ ◆
Monday, August 18, 1997, 4:15 p.m.

Stephen F. Austin Building, 1700 North Congress Avenue, Room 831

Austin

Board for Lease of Texas Parks and Wildlife Department

AGENDA:

Approval of previous board meeting minutes; Consideration and approval of bids received for the August 18, 1997 special oil and gas lease sale; consideration of additional nominations, terms and conditions for the October 7, 1997 oil, gas and other minerals lease sale;

Contact: Linda K. Fisher, Stephen F. Austin Building, 1700 North Congress, Austin, Texas 78701, Room 836, (512) 463-5016.
Filed: August 7, 1997, 4:46 p.m.

TRD-9710336



Texas Appraiser Licensing and Certification Board

Wednesday, Thursday, August 20-21, 1997, 9:00 a.m. and 1:30 p.m. respectively

TALCB Conference Room 235A-1101 Camino La Costa

Austin

Enforcement Committee

AGENDA:

9:00 a.m. Wednesday, August 20, 1997

Informal conference with respondent and/or complainant concerning complaint file number 96-003; and possible action or adoption of recommendations to the Texas Appraiser Licensing and Certification Board; 10:30 a.m. Informal conference with respondent and/or complainant concerning complaint file numbered 97-003; and possible action or adoption of recommendations to the Texas Appraiser Licensing and Certification board; 1:00 p.m. Informal conference with respondent and/or complainant concerning complaint file numbered 96-024; and possible action or adoption of recommendations to the Texas Appraiser Licensing and Certification Board; 2:00 p.m. Meeting of the Enforcement Committee: Call to order; Discussion and possible action or adoption of recommendations to the Texas Appraiser Licensing and Certification Board concerning complaints and agreed orders for complaint files numbered: 95-005, 95-012, 95-021, 95-003, 95-010, 96-012, 96-013, 96-018, 96-019, 96-022, 96-024, 96-025, 96-028, 96-031, 97-003, 97-005, 97-006, 97-009, 97-010, 97-011, 97-012, 97-013, 97-014, 97-015, 97-016, 97-017, 97-018, 97-019, 97-020, 97-021, 97-022, 97-023, 97-024, 97-025, and 97-026; enforcement and complaint resolution policies and procedures; and summary of complaints received; Adjourn.

August 21, 1997, Thursday- 1:30 p.m. — Informal conference with respondent and/or complainant concerning complaint file numbered 97-005; and possible action or adoption of recommendations to the Texas Appraiser Licensing and Certification Board.

Contact: Renil C. Limer, P.O. Box 12188, Austin, Texas 78711-2188, (512) 465-3950.

Filed: August 8, 1997, 2:23 p.m.

TRD-9710375



Wednesday, August 20, 1997, 4:00 p.m.

TALCB Conference Room 204-1101 Camino La Costa

Austin

Budget Committee

AGENDA:

Call to order; Discussion and possible recommendations to the Texas Appraiser Licensing and Certification Board regarding the FY1997

operating budget; FY1998 operating budget; House Bill 1, General Appropriations Act for FY1998 and FY1999; possible amendments to TALCB Rules, §153.5. Relating to Fees; and other fiscal matters; Adjourn.

Contact: Renil C. Limer, P.O. Box 12188, Austin, Texas 78711-2188, (512) 465-3950.

Filed: August 8, 1997, 2:05 p.m.

TRD-9710370



Thursday, August 21, 1997, 8:00 a.m.

TALCB Conference Room 204, 1101 Camino La Costa

Austin

Education Committee

AGENDA:

Call to order; Consideration and possible adoption of the minutes of the June 18, 1997, Education Committee meeting; Discussion and possible recommendations to the Texas Appraiser Licensing and Certification Board concerning approval of courses for meeting qualifying (pre-licensure) education and appraiser continuing education (ACE) requirements; Discussion and possible recommendations to the Texas Appraiser Licensing and Certification Board concerning distance education and the proposed AQB criteria and interpretations, testing and other educational matters; Selection of dates for the next meeting and workshop; Adjourn.

Contact: Renil C. Limer, P.O. Box 12188, Austin, Texas 78711-2188, (512) 465-3950.

Filed: August 8, 1997, 2:06 p.m.

TRD-9710372



Thursday, August 21, 1997, 9:30 a.m.

Conference Room 235, 1101 Camino La Costa

Austin

AGENDA:

Call to order; Comments by the Chair, Consideration and possible approval of the minutes of the June 19, 1997, TALCB meeting; Discussion and possible action to publish proposed amendments to the TALCB Rules; new §153.25(d), Relating to Temporary Certification and Licensure; renaming the section heading of §153.25; §153.5, Relating to Fees; §153.9, Relating to Applications (forms); Staff reports; discussion and possible action concerning active certifications and licenses; certifications and licenses issued; applications; renewals; examinations; experience verification audits; recent legislation; the TALCB Appraiser Report; federal activities and guidelines; staggering of licensure terms; contents of the roster; new investigator position; AARO activities and upcoming national conference; and relationship with the Texas Real Estate Commission; Report from the Educational Committee; discussion and possible action concerning recommendations of the Education Committee regarding approval of courses for meeting educational requirements, distance education and the AQB criteria; testing; and other educational matters; Report from the Budget Committee; discussion and possible action regarding the FY 1997 operating budget; FY 1998 operating budget; HB-1; General Appropriations Act for FY 1998 and FY 1999; possible proposed

amendments to TALCB Rules, §153.5. Relating to fees; and other fiscal matters; Report from the Enforcement Committee; consideration and possible action concerning complaints and agreed orders for complaint files numbered: 95-005, 95-012, 95-021, 95-003, 95-010, 96-012, 96-013, 96-018, 96-019, 96-022, 96-024, 96-025, 96-028, 96-031, 97-003, 97-005, 97-006, 97-009, 97-010, 97-011, 97-012, 97-013, 97-014, 97-015, 97-016, 97-017, 97-018, 97-019, 97-020, 97-021, 97-022, 97-023, 97-024, 97-025, and 97-026; enforcement and complaint resolution policies and procedures; and summary of complaints received; Comments and presentations from visitors; Executive session concerning the evaluation of the commissioner's job performance and conference with the commissioner pursuant to Texas Government Code, Section 551.074; Discussion and possible action relating to the commissioner's job performance evaluation; Selection of dates of subsequent meetings; Adjourn.

Contact: Renil C. Liner, P.O. Box 12188, Austin, Texas 78711-2188, (512) 465-3950.

Filed: August 8, 1997, 2:05 p.m.

TRD-9710371

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Texas Department of Licensing and Regulation

Tuesday, August 19, 1997, 9:00 a.m.

E.O. Thompson Building, 920 Colorado, Fourth Floor, Room 420

Austin

Enforcement Division, Air Conditioning

AGENDA:

According to the complete agenda, the Department will hold an Administrative Hearing to consider possible assessment of administrative penalties against the Respondent, Robert Stange, dba ABC Air Conditioning, for advertising that he engages in the business of air conditioning and refrigeration contracting without first obtaining a license, in violation of 16 Texas Administrative Code §75.22(a), (Suppl. 1995), pursuant to the Texas Revised Civil Statutes Annotated Articles 8861 and 9100, the Texas Government Code Chapter 2001 (APA), and 16 Texas Administrative Code, Chapters 60 and 75.

Contact: Paula Hamje, 920 Colorado, E.O. Thompson Building, Austin, Texas 78701, (512) 463-3192.

Filed: August 8, 1997, 4:06 p.m.

TRD-9710389

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Wednesday, August 20, 1997, 9:00 a.m.

E.O. Thompson Building, 920 Colorado, Fourth Floor, Room 420

Austin

Enforcement Division, Boilers

AGENDA:

According to the complete agenda, the Department will hold an Administrative Hearing to consider possible assessment of administrative penalties and inspection fees against the following Respondents: 622 Company; AAMA Park Plaza; A-Cleaners; William Adamcik; A-1 Laundry; Carriage Hill Villa I; College West Apartments; Harvey Giddings; The Oaks Apartments; and Villa De Ora Apartments

for failing to pay boiler inspection/certification fees to obtain certificates of operation for the Respondent's boiler(s), a violation of Texas Health and Safety Code Annotated (the Code) chapter 755 and 16 Texas Administrative Code (TAC, chapter 65, pursuant to the Code and Texas Revised Civil Statutes Annotated article 9100; Texas Government Code, chapter 2001 (APA); 16 TAC chapter 65.

Contact: Paula Hamje, 920 Colorado, E.O. Thompson Building, Austin, Texas 78701, (512) 463-3192.

Filed: August 8, 1997, 4:37 p.m.

TRD-9710400

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Wednesday, August 20, 1997, 1:00 p.m.

E.O. Thompson Building, 920 Colorado, Fourth Floor, Room 420

Austin

Enforcement Division, Boilers

AGENDA:

According to the complete agenda, the Department will hold an Administrative Hearing to consider possible assessment of administrative penalties and inspection fees against the following Respondents: Adams Extract Company, Inc; Adkins Cleaners; Mike Adkinson; Advantis; Allen Wood Apartments; Alvarado I.S.D.; Amarillo College; Amber Grove Apartments; American Airlines; American General Corporation; Amrex Investments Company; Andy's Cleaners; and Annex Cleaners for failing to pay boiler inspection/certification fees to obtain certificates of operation for the Respondents' boiler(s), a violation of Texas Health and Safety Code Annotated (the Code) chapter 755 and 16 Texas Administrative Code (TAC), Chapter 65, pursuant to the Code and Texas Revised Civil Statutes Annotated Article 9100; Texas Government Code, Chapter 2001 (APA); 16 TAC Chapter 65.

Contact: Paula Hamje, 920 Colorado, E.O. Thompson Building, Austin, Texas 78701, (512) 463-3192.

Filed: August 8, 1997, 4:37 p.m.

TRD-9710401

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Thursday, August 21, 1997, 9:00 a.m.

E.O. Thompson Building, 920 Colorado, Fourth Floor

Austin

Texas Commission on Licensing and Regulation

AGENDA:

The Commission will hold regular meeting according to the following outline: A. Call to Order; B. Roll Call and Certification of Quorum; C. Discussion and possible action on creating a Staff Leasing Services Advisory Board; D. Contested Cases; E. Agreed Orders; F. Discussion and possible action on Appointments to the Architectural Barriers Advisory Council and the Property Tax Consultants Advisory Council; G. Discussion of Proposed Fees and Fee Changes; H. Discussion and possible action on agency's FTE cap; I. Discussion and possible action on Agency's Investment Policy; J. Operating Budget; K. Staff Reports; L. Executive Session; M. Open Session/Public Comment; N. Discussion of date, time and location of next Commission meeting; O. Adjourn.

Contact: Phyllis Wilson, 920 Colorado, E.O. Thompson Building,
Austin, Texas 78701, (512) 463-3173.
Filed: August 7, 1997, 2:48 p.m.

TRD-9710316



Texas State Board of Medical Examiners

Friday, August 8, 1997, 8:30 a.m.

333 Guadalupe, Tower 3, Suite 610

Austin

Executive Division

EMERGENCY REVISED AGENDA:

1. Call to Order
2. Roll Call.
3. Discussion, recommendation, and possible action regarding development of an assessment tool for outlining goals to be accomplished to assist in the evaluation of the executive director.
4. Discussion, recommendation, and possible action regarding development of an assessment tool for staff evaluation of managers.
5. Discussion, recommendation, and possible action regarding development of a self-assessment tool for board member evaluation.
6. Discussion, recommendation, and possible action regarding salary increase for executive director.
7. Discussion, recommendation and possible action regarding a request by retired physician, George L. Dacscher, M.D., to return to active status.
8. Adjourn

Agenda item #7 has been added to the agenda because this information has been received by the agency and requires prompt consideration.

Executive Session under Authority of the Open Meetings Act, §551.071 of the Government Code, and the Medical Practice Act, Article 4495B, Texas Revised Civil Statutes, §2.07(B) and 2.09(O), for private consultation and advise of legal counsel regarding litigation relative to possible disciplinary action.

Contact: Pat Wood, P.O. Box 2018, Austin, Texas 78768-2018, (512) 305-7016, fax: (512) 305-7008.

Filed: August 7, 1997, 4:52 p.m.

TRD-9710323



Friday, August 15, 1997, 10:00 a.m.

333 Guadalupe, Tower 3, Suite 610

Austin

Hearings Division

AGENDA:

Probation Appearance, 10:00 a.m. — William David Todd, MD, Colorado City, Tx.

Probation Appearance, 10:00 a.m. — Patrick C. Farley, MD, El Paso, Tx.

Probation Appearance, 10:00 a.m. — James Robert Boger, MD, Wichita Falls, Tx.

Probation Appearance, 11:00 a.m. — John Raymond Kantor, MD, Andrews, Tx.

Probation Appearance, 11:00 a.m. — Vicki Jean Sparks, MD, Midland, Tx.

Probation Appearance, 10:00 a.m. — Jaime J. Hull, MD, Amarillo, Tx.

Probation Appearance, 10:00 a.m. — Allan James McCorkle, MD, Amarillo, Tx.

Termination Appearance, 1:00 p.m. — Cornelius Blesius MD, El Paso, Tx.

Termination Appearance, 1:30 p.m. — Stuart Thomas Guttman, MD, Lubbock, Tx.

Probation Appearance, 2:00 p.m. — Stuart Elovitz, MD, Corpus Christi, Tx.

Probation Appearance, 2:00 p.m. — Raul Garza, Jr. MD, San Benito, Tx.

Probation Appearance, 2:00 p.m. — Keith Dexter Beck, MD, Seguin, Tx.

Probation Appearance, 2:00 p.m. — Phillip Stephen Czekaj, MD, San Antonio, Tx.

Executive Session under Authority of the Open Meetings Act, §551.071 of the Government Code, and Article 4495B, §2.07(B) and 2.09(O), Texas Revised Civil Statutes, regarding pending or contemplated litigation.

Contact: Pat Wood, P.O. Box 2018, Austin, Texas 78768-2018, (512) 305-7016.

Filed: August 6, 1997, 10:57 a.m.

TRD-9710238



Monday, August 18, 1997, 10:00 a.m.

333 Guadalupe, Tower 3, Suite 610

Austin

Hearings Division

AGENDA:

Probation Appearance, 10:00 a.m. — Jesse Miles Brooks, MD, Atlanta, Tx.

Probation Appearance, 10:00 a.m. — John Franklin Angle, MD, Longview, Tx.

Termination Request, 10:00 a.m. — Harlan James Borcharding, DO, Spring, Tx.

Probation Appearance, 10:00 a.m. — Harry Louis Faust Jr., DO, Webster, Tx.

Probation Appearance, 11:00 a.m. — Welton Ellis Hill, MD, Bellville, Tx.

Probation Appearance, 11:00 a.m. — Frank Stewart Murphy, DO, Longview, Tx.

Probation Appearance, 11:00 a.m. — Laura Langley, MD, Orange, Tx.

Probation Appearance, 1:00 p.m. — Andrew Jack Ryan, MC, Houston, Tx.

Probation Appearance, 1:00 p.m. — James Theodore Parsons, MD, Houston, Tx.

Probation Appearance, 1:00 p.m. — Patrick Anthony Titus, MD, Houston, Tx.

Probation Appearance, 1:00 p.m. — Mario Jose Portocarrero, MD, Houston, Tx.

Probation Appearance, 2:00 p.m. — Mark Denton Westbook, MD, Houston, Tx.

Probation Appearance, 2:00 p.m. — James M. Wheeler, MD, Houston, Tx.

Probation Appearance, 2:00 p.m. — Leopold Villegas III, DO, Bridge City, Tx.

Executive Session under Authority of the Open Meetings Act, §551.071 of the Government Code, and Article 4495B, §2.07(B) and 2.09(O), Texas Revised Civil Statutes, regarding pending or contemplated litigation.

Contact: Pat Wood, P.O. Box 2018, Austin, Texas 78768–2018, (512) 305–7016.

Filed: August 8, 1997, 11:41 a.m.

TRD-9710356



Wednesday, August 20, 1997, 10:30 a.m.

333 Guadalupe, Tower 3, Suite 610

Austin

Hearings Division

AGENDA:

Probation Appearance, 2:30 p.m. — Delio G. Romeu, MD, San Antonio, Tx.

Executive Session under Authority of the Open Meetings Act, §551.071 of the Government Code, and Article 4495B, §2.07(B) and 2.09(O), Texas Revised Civil Statutes, regarding pending or contemplated litigation.

Contact: Pat Wood, P.O. Box 2018, Austin, Texas 78768–2018, (512) 305–7016.

Filed: August 11, 1997, 10:00 a.m.

TRD-9710444



Texas Natural Resource Conservation Commission

Wednesday, August 20, 1997, 9:30 a.m. and 1:00 p.m.

Room 201S, Building E, 12100 Park 35 Circle

Austin

AGENDA:

The Commission will consider approving the following matters on the agenda: Hearing Request; Contracts; Petroleum Storage Tank Enforcement Agreed Orders; Air Quality Enforcement Agreed Orders; Air Enforcement Default Order; Municipal Waste Discharge Enforcement Agreed Order; Public Water Systems Enforcement Agreed Order; Public Water Systems Default Order; Water Well Drillers Enforcement Agreed Order; Municipal Solid Waste Enforcement Default Order; Industrial Hazardous Waste Enforcement Agreed Order; Resolution; Miscellaneous; Rules; Executive Session; the Commission will consider items previously posted for open meeting and at such meeting verbally postponed or continued to this date. With regard to any item, the Commission may take various actions, including but not limited to rescheduling an item in its entirety of for particular action at a future date or time. (Registration for 9:30 agenda starts 8:45 until 9:25). The Commission will consider the following matters at its' 1:00 agenda: Agricultural Permits and Proposal for Decision (Registration for 1:00 agenda starts at 12:30 p.m.).

Contact: Doug Kitts, 12100 Park 35 Circle, Austin, Texas 78753, (512) 239–3317.

Filed: August 8, 1997, 4:20 p.m.

TRD-9710392



Thursday, August 28, 1997, 10:00 a.m.

1700 North Congress Avenue, 11th Floor, Suite 1100

Austin

AGENDA:

For a hearing before an administrative law judge of the State Office of Administrative Hearings on the following applications filed with the Texas Natural Resource Conservation Commission by the CITY OF HARLINGEN, dba HARLINGEN WATERWORKS SYSTEM:

To amend its sewer Certificate of Convenience and Necessity Number 10756 which authorizes the provision of sewer utility service in Cameron County, Texas. The proposed utility service area is located approximately five miles north of downtown Harlingen, Texas and is generally bounded on the north by the county line and the north floodway; on the east by Arroyo Colorado, the Rio Hondo City limits and Union Pacific Railroad; on the south by the existing CCN line, excluding the ETJ and agreed service area of the City of Combes and Primera; and on the west by U.S. Highway 77. The total area being requested includes approximately 50.356 acres and no current customers. SOAH Docket Number 582–97–1429; and

to amend its water Certificate of Convenience and Necessity Number 11875 which authorizes the provision of water utility service in Cameron County, Texas. The applicant also proposed decertification of portions of the following: CCN Number 10553 issued to North Alamo Water Supply Corporation, CCN Number 11552 issued to East Rio Hondo Water Supply Corporation, CCN Number 11553 issued to the City of Rio Hondo. The proposed utility service area is located north of downtown Harlingen, Texas and is generally bounded on the north by the county line and the north floodway; on the west by Thompson Road; on the east by Arroyo Colorado, the Rio Hondo City limits, the Union Pacific railroad and the HGN/San Benito agreed ETJ line; and on the south by the existing CCN line; excluding the

ETJ and agreed service area of the City of Combes and Primera. The total area being requested includes approximately 50.356 acres and no current customers. SOAH Docket Number 582-97-1430.

Contact: Pablo Carrasquillo, P.O. Box 13025, Austin, Texas 78711-3025, (512) 475-3445.

Filed: August 11, 1997, 8:13 a.m.

TRD-9710408

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Thursday, August 28, 1997, 10:00 a.m.

1700 North Congress Avenue, 11th Floor, Suite 1100

Austin

AGENDA:

For a hearing before an administrative law judge of the State Office of Administrative Hearings on the following applications filed with the Texas Natural Resource Conservation Commission by EAST RIO HONDO WATER SUPPLY CORPORATION:

to provide sewer utility service for its west system in Cameron and Willacy Counties, Texas. The proposed utility service area is located north of downtown Harlingen, Texas and is generally bounded on the north by the north floodway, on the east by Arroyo Colorado, on the south by the City of Harlingen and Loop 499 and on the west by U.S. Highway 77. The total area being requested includes approximately 90 square miles and 500 water customers and no current sewer customers. SOAH Docket Number 582-97-1427.

to provide sewer utility service for its east system in Cameron County, Texas. The proposed utility service area is located east of the Arroyo Colorado and is generally bounded on the south by San Benito and Highway 100, on the east by Laguna Madre, and on the north and west by the Arroyo Colorado. The total area being requested includes approximately 350 square miles and 4500 water customers and no current sewer customers. SOAH Docket Number 582-97-1428.

Contact: Pablo Carrasquillo, P.O. Box 13025, Austin, Texas 78711-3025, (512) 475-3445.

Filed: August 11, 1997, 8:13 a.m.

TRD-9710409

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Thursday, August 28, 1997, 10:00 a.m.

1700 North Congress Avenue, 11th Floor, Suite 1100

Austin

AGENDA:

For a hearing before an administrative law judge of the State Office of Administrative Hearings on an application filed with the Texas Natural Resources Conservation Commission by TRENT WATER WORKS for a change in water rates effective March 26, 1997 for its service area located in Brazoria County, Texas. SOAH Docket Number 582-97-1431.

Contact: Pablo Carrasquillo, P.O. Box 13025, Austin, Texas 78711-3025, (512) 475-3445.

Filed: August 8, 1997, 8:00 a.m.

TRD-9710339

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Wednesday, September 3, 1997, 10:00 a.m.

1700 North Congress Avenue, 11th Floor, Suite 1100

Austin

AGENDA:

For a hearing before an administrative law judge of the State Office of Administrative Hearings on an application filed with the Texas Natural Resources Conservation Commission by HOLLOW RIDGE WATER COMPANY d/b/a C-WILLOW WATER for a change in water rates effective April 1, 1997 for its service area located in Wilson County, Texas. SOAH Docket Number 582-97-1432.

Contact: Pablo Carrasquillo, P.O. Box 13025, Austin, Texas 78711-3025, (512) 475-3445.

Filed: August 8, 1997, 8:27 a.m.

TRD-9710341

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Thursday, September 4, 1997, 10:00 a.m.

1700 North Congress Avenue, 11th Floor, Suite 1100

Austin

AGENDA:

For a hearing before an administrative law judge of the State Office of Administrative Hearings on a petition filed by ratepayers of North Bosque Water Supply corporation appealing a rate change. The Board of Directors of the NORTH BOSQUE WATER SUPPLY CORPORATION approved a change in water rates effective April 23, 1997, for its service area located in McLennan County, Texas. SOAH Docket Number 582-97-1433.

Contact: Pablo Carrasquillo, P.O. Box 13025, Austin, Texas 78711-3025, (512) 475-3445.

Filed: August 11, 1997, 8:13 a.m.

TRD-9710407

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Wednesday, September 10, 1997, 10:00 a.m.

1700 North Congress Avenue, 11th Floor, Suite 1100

Austin

AGENDA:

For a hearing before an administrative law judge of the State Office of Administrative Hearings on an application filed with the Texas Natural Resources Conservation Commission by WILDERNESS SOUND, LTD. d/b/a YEGUA WATER SYSTEMS for a change in water rates effective July 1, 1997 for its service area located in Burleson County, Texas. SOAH Docket Number 582-97-1435.

Contact: Pablo Carrasquillo, P.O. Box 13025, Austin, Texas 78711-3025, (512) 475-3445.

Filed: August 8, 1997, 8:48 a.m.

TRD-9710344

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Texas Parks and Wildlife Department

Saturday, August 30, 1997, 3:00 p.m.

Crockett Room, Airport Hilton Hotel, 611 North Loop 410
San Antonio

Operation Game Thief

AGENDA:

Approval of Previous Meeting Minutes; Public Awareness Campaign Update; Policies Review; Next Meeting Date.

Contact: Andrew Sansom, 4200 Smith School Road, Austin, Texas 78744, (512) 389-4642.

Filed: August 8, 1997, 2:18 p.m.

TRD-9710373



Texas State Board of Pharmacy

Tuesday, Wednesday, August 19-20, 1997, 9:00 a.m.

333 Guadalupe Street, Suite 2-225

Austin

Board Business Meeting

AGENDA:

The Board will commence in open session to: (1) hear announcement concerning personnel; (2) consider for approval, the minutes of the May 6, 1997 and June 20, 1997, Board Business Meetings; May 6, 1997 and June 9, 1997, Search Committee Meetings; (3) consider for approval American Council on Pharmaceutical Education (ACPE) Accredited Professional Programs of Colleges and Schools of Pharmacy; and discuss for possible action the effect of New *Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree* on Texas Colleges of Pharmacy; (4) Review and Approval of Pharmacy Internship Programs; (5) receive Final Report of the Task Force on Contractual Arrangements for Pharmaceutical Services and Update on Task Force to Review Class B (Nuclear) Pharmacy Rules; (6) consider for proposal New rule §§291.101-291.105 concerning non-resident (Class E) pharmacies; amendments to §§291.31-291.34, §291.36; and §283.6; (7) elect Officers; (8) discussion and action where appropriate on the current Financial Update; FY 1997 Budget; FY 1998-19988 Appropriations; Article IX Provisions; Expenditures to Date; NABP Resolutions; Pharmacy-Related Legislation; Confidentiality of Agreed Board Orders Involving Impaired Pharmacists; Board Representative to the Examination Retake Committee; Travel Procedures; Employment Cap Provisions; FY 1998 Operating Budget; Pharmacist Recovery Network (PRN) Program; Contract with the Texas Pharmacy Association for the PRN Program; Appointment of Task Forces; Approval of Proposed *FY 1998 Goals and Objectives* and Relationship to Board *Strategic Plan*; (9) receive report on Health Professions Council; (10) hear and discuss the Status of Active/Pending Complaints and the Complaint process; (11) receive update on Computer Program Conversion; Multi-State Pharmacy Jurisprudence Examinations; Impact of Biennial Renewal of Pharmacist/Pharmacy Licensing; (13) consider and take action on Proposed Agreed Board Orders; (12) consider Proposal for Decision in the Matter of Frederick Joseph Henley; (14) Executive Session to consider personnel matters, Agreed board Orders, Proposal for Decision in the matter of Frederick Joseph Henley and Possible Litigation; (15) Board Member/Staff Recognition of

appointments and awards; (16) discuss items November agenda; (17) reports on recent and upcoming conferences and events.

Contact: Texas State Board of Pharmacy, 333 Guadalupe, Suite 3-600, Austin, Texas 78701-3942, (512) 305-8000.

Filed: August 7, 1997, 2:46 p.m.

TRD-9710313



Public Utility Commission of Texas

Friday-Saturday, August 15-16, 1997, 12:30 p.m. and 7:00 a.m. respectively

500 West University Avenue, Union Building, Room 41, University of Texas, El Paso,

El Paso

AGENDA:

The Commissioners of the Public Utility Commission will meet and participate at the "Southwest Town Meeting" sponsored by El Paso Electric Company. The meeting will be held in Room #41 of the Union Building located on the University of Texas at El Paso campus.

Contact: Rhonda Dempsey, 1701 North Congress Avenue, Austin, Texas 78701, (512) 936-7308.

Filed: August 7, 1997, 2:20 p.m.

TRD-9710308



Railroad Commission of Texas

Monday, August 18, 1997, 8:00 a.m.

National Wildflower Research Center, 4801 La Crosse Avenue, Classroom B

Austin

AGENDA:

Commencing at 8:00 a.m., the Railroad Commission of Texas (the "Commission") will conduct an all-day session devoted to studying the management of the Commission and to developing plans and objectives for the Commission, including, but not limited to, consideration of presentations from the commission's division directors; receipt of other briefings from staff, consultation with G. Chris Hartung pursuant to the Commission's Consulting Services Contract with Mr. Hartung and follow-up discussion of all matters considered at either the August 18, 1997 or August 19, 1997 meetings. The Commission may take such actions thereon as may be appropriate including, but not limited to; actions to implement any administrative, budgetary, personnel, operational or organizational changes or modifications.

Contact: Maureen Dooley, P.O. Box 12967. Austin, Texas 78711-2967, (512) 463-7140.

Filed: August 8, 1997, 1:11 p.m.

TRD-9710363



Tuesday, August 19, 1997, 8:00 a.m.

National Wildflower Research Center, 4801 La Crosse Avenue, Classroom B

Austin

AGENDA:

Commencing at 8:00 a.m., the Railroad Commission of Texas (the "Commission") will conduct an all-day session devoted to studying the management of the Commission and to developing plans and objectives for the Commission, including, but not limited to, consideration of presentations from the commission's division directors; receipt of other briefings from staff, consultation with G. Chris Hartung pursuant to the Commission's Consulting Services Contract with Mr. Hartung and follow-up discussion of all matters considered at either the August 18, 1997 or August 19, 1997 meetings. The Commission may take such actions thereon as may be appropriate including, but not limited to; actions to implement any administrative, budgetary, personnel, operational or organizational changes or modifications.

Contact: Maureen Dooley, P.O. Box 12967. Austin, Texas 78711-2967, (512) 463-7140.

Filed: August 8, 1997, 1:11 p.m.

TRD-9710364



State Seed and Plant Board

Monday, August 18, 1997, 1:30 p.m.

Texas Department of Agriculture, 1700 North Congress, Large Conference room

Austin

AGENDA:

Discussion and Action On: Minutes of the June 4, 1997 Meeting; Applicants for License as Certified Seed Growers; Acknowledgment of Foreign Designations; Nomenclature Requests; Name Change of Varieties; Report from Floyd Kostelka regarding transgenic cotton varieties; Requests for Certification Eligibility; Certification Standards, including reducing the isolation distance of asexual apomictic grasses; and Public Comment.

Contact: Charles Leamons, P.O. Box 629, Giddings, Texas 78942, (904) 542-3691.

Filed: August 8, 1997, 10:20 a.m.

TRD-9710352



Texas Turnpike Authority

Thursday, August 14, 1997, 9:00 a.m.

3015 Raleigh Street

Dallas

Transition Committee

AGENDA:

The agenda includes approval of minutes of the Board of Directors Transition Committee meeting of July 31, 1997; discussion and possible actions related to employee benefit programs and related transition issues; discussion and possible actions related to enrollment of

NTTA in the TCDRS retirement plan; consider adoption of successor 457 Plan for NTTA; consider adoption of successor Cafeteria Plan for NTTA; consider adoption of successor 401K Plan for NTTA; discussion of TTA audit; discussion of planning/coordination/agenda for initial meeting of NTTA Board September 3, 1997; Discussions related to FY 1997 and 1998 operating budgets; discussion and possible actions related to public officials liability insurance; orientation of future NTTA Board members; review of meetings calendar and discussion of meeting sites; consider acceptance of feasibility assessment report for the SH 45/Loop One turnpike; consider award of engineering design and service contracts and supplemental agreements for the Dallas North tollway System, the 183A turnpike, the SH 130 turnpike, the SH 45/Loop One turnpike and the Southwest Parkway; consider approval of interlocal/interagency agreements involving engineering, procurement and construction matters related to the Dallas North Tollway System, the 183A turnpike, the Southwest Parkway, the Trinity Parkway, the SH 45/Loop One turnpike and the SH13 turnpike; Executive Session-Pursuant to Chapter 551, Subchapter D, Texas Government Code: (a) §§ 551.071, advice from counsel about pending or contemplated litigation and/or settlement offers related to the Dallas North Tollway System, (b) §§ 551.071, 551.072, and 551.073, deliberations concerning real property value, purchase, exchange, lease, gift, donation, and/or negotiated settlement included in Right-of-Way Appraisal/Offer/Purchase List Number 75 and advice from counsel concerning negotiations/settlements/offers related to the Dallas North Tollway System, the 183A turnpike, or the Southwest Parkway, (c) §551.074, deliberations concerning appointment, employment, evaluation, reassignment, duties, discipline, and/or dismissal of various staff persons and positions, (d) § 551.075, briefing by TTA Staff and questioning of TTA staff related to the Dallas North Tollway system and other TTA operations; consider acceptance of ROW Appraisal/Offer/Purchase List Number 75 related to the Dallas North Tollway System, the 183A turnpike, and the southwest Parkway; and other business.

Contact: Jimmie G. Newton, 3015 Raleigh Street, Dallas, Texas 75219, (214) 522-6200.

Filed: August 6, 1997, 10:01 a.m.

TRD-9710235



Regional Meetings

Meetings filed August 6, 1997

Austin Transportation Study, Policy Advisory Committee, Executive Committee, met at Joe C. Thompson Conference Center, Room 1.126, 26th and Red River, Austin, August 11, 1997 at 5:00 p.m. Information may be obtained from Michael Aulick, 301 West Second Street, Austin, Texas 78767, (512) 499-2275. TRD-9710252.

Austin Transportation Study, Policy Advisory Committee, Executive Committee, met at Joe C. Thompson Conference Center, Room 1.126, 26th and Red River, Austin, August 11, 1997 at 6:00 p.m. Information may be obtained from Michael Aulick, 301 West Second Street, Austin, Texas 78767, (512) 499-2275. TRD-9710253.

Austin —Travis County MHMR Center, Board of Trustees, met at 1430 Collier Street, Board Room, Austin, August 12, 1997 at 5:00 p.m. Information may be obtained from Sharon Taylor, 1430 Collier Street, Austin, Texas 78704, (512) 440-4031. TRD-9710247.

Bexar-Medina-Atascosa County Water Control and Improvement District One, Board of Directors, met at 226 Highway 132, Natalia, August 11, 1997 at 8:30 a.m. Information may be obtained from John W. Ward, III, P.O. Box 170, Natalia, Texas 78059, (830) 665-2132. TRD-9710237.

Cass County Appraisal District, Board of Directors, met at 502 North Main Street, Linden, August 12, 1997 at 7:00 p.m. Information may be obtained from Ann Lummus, 502 North Main Street, Linden, Texas 75563, (903) 756-3270. TRD-9710249.

Concho Valley Council of Governments, Executive Committee, met at 5014 Knickerbocker Road, San Angelo, August 13, 1997 at 7:00 p.m. Information may be obtained from Robert R. Weaver, P.O. Box 60050, San Angelo, Texas 76906, (915) 944-9666. TRD-9710243.

Gonzales County Appraisal District, Appraisal Review Board, met at 928 St Paul Street, Gonzales, August 14, 1997 at 9:00 a.m. Information may be obtained from Brenda Downey, 928 St. Paul, Gonzales, Texas 78629, (210) 672-2879, or fax: (210) 672-8345. TRD-9710256.

Hays County Appraisal District, Board of Directors, met at 21001 North IH35, Kyle, August 14, 1997 at 3:00 p.m. Information may be obtained from Lynnell Sedlar, 21001 North IH35, Kyle, Texas 78640, (512) 268-2522. TRD-9710242.

Hays County Appraisal District, Board of Directors, met at 21001 North IH35, Kyle, August 14, 1997 at 3:30 p.m. Information may be obtained from Lynnell Sedlar, 21001 North IH35, Kyle, Texas 78640, (512) 268-2522. TRD-9710241.

Liberty County Central Appraisal District, Appraisal Review Board, will meet at 315 Main Street, Liberty, August 20, 1997 at 9:30 a.m. Information may be obtained from Sherry Greak, P.O. Box 10016, Liberty, Texas 77575, (409) 336-5722. TRD-9710239.

Northeast Texas Municipal Water District, Board of Directors, met at Highway 250 South, Hughes Springs, August 11, 1997 at 10:00 a.m. Information may be obtained from Roy A. Nail, P.O. Box 955, Hughes Springs, Texas 75656. TRD-9710250.

Pecan Valley MHMR Region, Board of Trustees, met at 108 Pirate Drive, Granbury, August 13, 1997 at 8:15 a.m. Information may be obtained from Dr. Theresa Mulloy, P.O. Box 973, Stephenville, Texas 76401, (254) 965-7806. TRD-9710248.

Permian Basin Regional Planning Commission, Workforce Development Board, met at 2525 North Grandview, Suite 600, Odessa, August 13, 1997 at 10:00 a.m. Information may be obtained from Terri Moore, P.O. Box 60660, Midland, Texas 79711, (915) 563-1061. TRD-9710255.

Meetings filed August 7, 1997

Austin Travis County MHMR Center, Public Relations Community, met at 1430 Collier Street, Board Room, Austin, August 14, 1997 at Noon. Information may be obtained from Sharon Taylor, 1430 Collier Street, Austin, Texas 78704, (512) 440-4031. TRD-9710307.

Bluebonnet Trails Community MHMR Center, Board of Trustees, met at Commissioner's Court Building, 804 Pecan Street, Bastrop, August 14, 1997 at 4:00 p.m. Information may be obtained from Vicky S. Riskey, 804 Pecan Street, Bastrop, Texas 78602, (512) 244-8335. TRD-9710306.

Central Plains Center for MHMR and SA, Board of Trustees, met at 208 South Columbia, August 14, 1997 at 6:00 p.m. Information may be obtained from Ron Trusler, 2700 Yonkers, Plainview, Texas 79072, (806) 293-2636. TRD-9710312.

Denton Central Appraisal District, Appraisal Review Board, will meet at 3911 Morse Street, Denton, August 20, 1997 at 9:00 a.m. Information may be obtained from Connie Bradshaw, P.O. Box 2816, Denton, Texas 76202-2816, (940) 455-0904. TRD-9710327.

Denton Central Appraisal District, Board of Directors, will meet at 3911 Morse Street, Denton, August 20, 1997 at 9:00 a.m. Information may be obtained from Connie Bradshaw, P.O. Box 2816, Denton, Texas 76202-2816, (940) 455-0904. TRD-9710326.

Edwards Aquifer Authority, Board, met at 1615 North St. Mary's Street, San Antonio, August 12, 1997 at 5:00 p.m. Information may be obtained from Sally Tamez-Salas, 1615 North St. Mary's Street, San Antonio, Texas 78212, (210) 222-2204. TRD-9710309.

Grayson Appraisal District, Board of Directors, met at 205 North Travis, Sherman, August 11, 1997 at Noon. Information may be obtained from Angie Keeton, 205 North Travis, Sherman, Texas 75090, (903) 893-9673. TRD-9710325.

Grayson Appraisal District, Board of Directors, met at 205 North Travis, Sherman, August 14, 1997 at Noon. Information may be obtained from Angie Keeton, 205 North Travis, Sherman, Texas 75090, (903) 893-9673. TRD-9710324.

Meetings Filed July 8, 1997

Hockley County Appraisal District, Appraisal Review Board, met at 1103 Houston Street, Levelland, August 11, 1997 at Noon. Information may be obtained from Nick Williams, P.O. Box 1090, Levellnd, Texas 79336, (806) 894-9654. TRD-9710267.

Houston-Galveston Area Council, Transportation Department, will meet at 3555 Timmons Lane, Second Floor, Conference Room A, Houston, August 19, 1997 at 5:30 p.m. Information may be obtained from Ch'rese Jackson, 3555 Timmons Lane, Suite 500, Houston, Texas 77227, (713) 993-4501. TRD-9710276.

Hunt County Appraisal District, Board of Directors, met at 48101 King Street, Greenville, August 14, 1997 at Noon. Information may be obtained from Shirley Smith, P.O. Box 1339, Greenville, Texas 75403, (903) 454-3510. TRD-9710272.

Kendall Appraisal District, Appraisal Review Board, will meet at 121 South Main Street, Boerne, August 18, 1997 at 9:00 a.m. Information may be obtained from Leta Schlinke, P.O. Box 788, Boerne, Texas 78006, (210) 249-8012, fax: (210) 249-3975. TRD-9710277.

Lometa Rural Water Supply Corporation, Board of Directors, met at 506 West Main Street, Lometa, August 11, 1997 at 7:00 p.m. Information may be obtained from Levi G. Cash III, or Tina L. Hodge, P.O. box 158, Lometa, Texas 76853, (512) 7852-3505. TRD-9710279.

Lubbock Regional MHMR Center, Board of Trustees, Program Committee, met at 1602 10th Street, Board Room, August 11, 1997 at 10:15 a.m. Information may be obtained from Gene Menefee, P.O. Box 2828, 1602 10th Street, Lubbock, Texas 79408, (806) 766-0202. TRD-9710269.

Nortex Regional Planning Commission, Executive Committee, will meet at Galaxy Center, #2 North, Suite 200, 4309 Jacksboro

Highway, Wichita Falls, August 21, 1997 at Noon. Information may be obtained from Dennis Wilde, P.O. Box 5144, Wichita Falls, Texas 76307-5144; (940) 322-5281; fax: (940) 322-6743. TRD-9710310.

North Central Texas Council of Governments, North Central Texas Workforce Board Quality Assurance Committee, will meet at 616 Six Flags Drive, Suite 200, Arlington, August 21, 1997 at 10:00 a.m. Information may be obtained from Casandra J. Vines, P.O. Box 5888, Arlington, Texas 76005-5888, (817) 695-9176. TRD-9710334.

Palo Pinto Appraisal District, Board of Directors, Budget Hearing, will meet at 200 Church Avenue, Palo Pinto, August 21, 1997 at 3:00 p.m. Information may be obtained from Carol Holmes and Donna Hartzell, P.O. Box 250, Palo Pinto, Texas, 76484-0250, (940) 659-1281. TRD-9710314.

Palo Pinto Appraisal District, Board of Directors, will meet at 200 Church Avenue, Palo Pinto, August 21, 1997 at 3:15 p.m. Information may be obtained from Carol Holmes and Donna Hartzell, P.O. Box 250, Palo Pinto, Texas, 76484-0250, (940) 659-1281. TRD-9710315.

Sabine Valley Center, Board of Trustees, Budget Workshop Training, met at 503 East Rusk Street, North Alamo, Marshall, August 14, 1997 at 6:00 p.m. Information may be obtained from Inman White, or Ann Reed, P.O. Box 6800, Longview, Texas 75608-(903) 237-2362. TRD-9710303.

South Plains Association of Governments, Executive Committee, met at 1323 58th Street, Lubbock, August 12, 1997 at 9:00 a.m. Information may be obtained from Jerry D. Casstevens, P.O. Box 3730 Freedom Station, Lubbock, Texas 79452-3730, (806) 762-8721. TRD-9710270.

South Plains Association of Governments, Board of Directors, met at 1323 58th Street, Lubbock, August 12, 1997 at 10:00 a.m. Information may be obtained from Jerry D. Casstevens, P.O. Box 3730 Freedom Station, Lubbock, Texas 79452-3730, (806) 762-8721. TRD-9710271.

Meetings Filed August 8, 1997

Archer County Appraisal District, Appraisal District Board of Directors, met at 101 South Center, Archer City, August 13, 1997 at 5:00 p.m. Information may be obtained from Edward H. Trigg, III, P.O. Box 1141, Archer City, Texas 76351, (940) 574-2172, TRD-9710358.

Barton Springs/Edwards Aquifer Conservation District, Board of Directors, met at 1124A Regal Row, Austin, August 13, 1997 at 8:00 a.m. Information may be obtained from Bill E. Couch, 1124A Regal Row, Austin, Texas 78748, (512) 282-8441, fax: (512) 282-7016. TRD-9710367.

Brazos Valley Development Council, Executive Committee, met at 1706 East 29th Street, Bryan, August 13, 1997 at 11:00 a.m. Information may be obtained from Tom Wilkinson, Jr., P.O. Drawer 4128, Bryan, Texas, 77805-4128, (409) 775-4244. TRD-9710368.

Brazos Valley Development Council, Personnel Committee, met at 1706 East 29th Street, Bryan, August 13, 1997 at 12:45 a.m. Information may be obtained from Tom Wilkinson, Jr., P.O. Drawer 4128, Bryan, Texas, 77805-4128, (409) 775-4244. TRD-9710369.

Coleman County Water Supply Corporation, Board of Directors, met at 214 Santa Anna Avenue, Coleman, August 13, 1997 at 1:30 p.m.

Information may be obtained from Davey Thweatt, 214 Santa Anna Avenue, Coleman, Texas 76834, (915) 625-2133, TRD-9710351.

Dallas Area Rapid Transit, Special Event, Dallas Convention Center, met at 1201 Elm Street, Dallas, August 11, 1997, 2:30 p.m. Information may be obtained from Paula J. Bailey, P.O. Box 660163, Dallas, Texas 75266-0163. TRD-9710361.

Dallas Area Rapid Transit, Special Event, Dallas Convention Center, met at 650 South Griffin Street, Dallas, August 11, 1997, 2:30 p.m. Information may be obtained from Paula J. Bailey, P.O. Box 660163, Dallas, Texas 75266-0163. TRD-9710402.

Dallas Area Rapid Transit, Board of Directors, met at 1401 Pacific Avenue, Dallas, Board Room, First Floor, Dallas, August 12, 1997, 6:30 p.m. Information may be obtained from Paula J. Bailey, P.O. Box 660163, Dallas, Texas 75266-0163. TRD-9710395.

Dallas Area Rapid Transit, Committee-of-the-Whole, met at 1401 Pacific Avenue, Dallas, Conference Room, "C", First Floor, Dallas, August 12, 1997, 1:00 p.m. Information may be obtained from Paula J. Bailey, P.O. Box 660163, Dallas, Texas 75266-0163. TRD-9710394.

Dallas Area Rapid Transit, Audit Committee, met at 1401 Pacific Avenue, Dallas, Conference Room, "B", First Floor, Dallas, August 12, 1997, 10:00 a.m. Information may be obtained from Paula J. Bailey, P.O. Box 660163, Dallas, Texas 75266-0163. TRD-9710396.

Dallas Area Rapid Transit, Compensation Ad Hoc Committee, met at 1401 Pacific Avenue, Dallas, Conference Room, "B", First Floor, Dallas, August 12, 1997, 10:00 a.m. Information may be obtained from Paula J. Bailey, P.O. Box 660163, Dallas, Texas 75266-0163. TRD-9710393.

Edwards Central Appraisal District, Appraisal Review Board, met at 408 Austin Street, County Annex Building, Rocksprings, August 11, 1997 at 10:00 a.m. Information may be obtained from Wiley Rudasill, P.O. Box 858, Rocksprings, Texas 78880, (210) 683-4189. TRD-9710342.

El Oso Water Supply Corporation, Board of Directors, met at FM 99, Karnes City, August 12, 1997 at 7:30 p.m. Information may be obtained from Judith Zimmerman, P.O. Box 309, Karnes City, Texas 78118, (830) 780-3539. TRD-9710386.

Heart of Texas Council of Governments, Local Workforce Development Board, met at 16 White Bluff Drive, Whitney, August 14, 1997 at 2:00 p.m. Information may be obtained from Donna Tomlinson, 300 Franklin Avenue, Waco, Texas 76701, (817) 756-7822. TRD-9710388.

Heart of Texas Region MHMR Center, Board of Trustees, met at 110 South 12th Street, Waco, August 14, 1997 at 11:45 a.m. Information may be obtained from Helen Jasso, P.O. Box 890, Waco, Texas 76703, (817) 752-3451, ext. 290. TRD-9710398.

Hickory Underground Water Conservation District One, Board and Advisors, met at 2005 South Bridge, Brady, August 14, 1997 at 7:00 p.m. Information may be obtained from Stan Reinhard, P.O. Box 1214, Brady, Texas 76825, (915) 597-2785. TRD-9710376.

Hockley County Appraisal District, Board of Directors, met at 1103 Houston Street, Levelland, August 11, 1997 at 7:30 p.m. Information may be obtained from Nick Williams, P.O. Box 1090, Levelland, Texas 79336, (806) 894-9654. TRD-9710378.

Kempner Water Supply Corporation, Board of Directors, met at Highway 190, Kempner Water Supply Corporation, Kempner, August 14, 1997, at 6:30 p.m. Information may be obtained from Donald W. Guthrie, P.O. Box 103, Kempner, Texas 76539. TRD-9710379.

Lower Colorado River Authority, Planning and Public Policy Committee, met at 3701 Lake Austin Boulevard, Hancock Building, Board Conference Room, Austin, August 12, 1997 at 10:00 a.m. Information may be obtained from Glen E. Taylor, P.O. Box 220, Austin, Texas 78767, (512) 473-3304. TRD-9710362.

Lower Neches Valley Authority, Board of Directors, met at 7850 Eastex Freeway, Beaumont, August 12, 1997 at 11:00 a.m. Information may be obtained from A.T. Hebert, Jr., P.O. Drawer 3464, Beaumont, Texas 77704, (904) 892-4011. TRD-9710387.

Lubbock Regional MHMR Center, Board of Trustees-Resource Committee, , met at 1602 10th Street, Conference Room, Lubbock, August 13, 1997 at 10:30 a.m. Information may be obtained from Gene Menefee, P.O. Box 2828, Lubbock, Texas 79408, (806) 766-0202. TRD-9710391.

Lubbock Regional MHMR Center, Board of Trustees, met at 1602 10th Street, Board Room, Lubbock, August 13, 1997 at Noon. Information may be obtained from Gene Menefee, P.O. Box 2828, Lubbock, Texas 79408, (806) 766-0202. TRD-9710390.

Manville Water Supply Corporation, Regular Board, met at 108 North Commerce Street, Coupland, August 14, 1997 at 7:00 p.m. Information may be obtained from Tony Graf, 108 North Commerce Street, Coupland, Texas 78615, (512) 272-4044. TRD-9710366.

Panhandle Ground Water Conservation District Three, Board of Directors Public Hearing, met at District Office, 201 West Third Street, White Deer, August 13, 1997 at 7:30 p.m. Information may be obtained from C.E. Williams, Box 637, White Deer, Texas 79097, (806) 883-2501. TRD-9710346.

Panhandle Ground Water Conservation District Three, Board of Directors Public Meeting, met at District Office, 201 West Third Street, White Deer, August 13, 1997 at 8:00 p.m. Information may be obtained from C.E. Williams, Box 637, White Deer, Texas 79097, (806) 883-2501. TRD-9710345.

Riceland Regional Mental Health Authority, Finance/Human Resources Committee, met at 3007 North Richmond Road, Wharton,

August 14, 1997, at 11:00 a.m. Information may be obtained from Marjorie Dornak, P.O. Box 869, 3007 North Richmond Road, Wharton, Texas 77488, (409) 532-3098. TRD-9710340.

Sulphur-Cypress SWCD, #419, met at 1809 West Ferguson, Mount Pleasant, August 14, 1997 at 9:30 a.m. Information may be obtained from Beverly Amerson, 1809 West Ferguson Road, Suite D , Mount Pleasant, Texas 75455, (903) 572-5411. TRD-9710377.

Trinity River Authority of Texas, Legal Committee, will meet at 5300 South Collins Street, Arlington, August 15, 1997, at 10:00 a.m. Information may be obtained from James L. Murphy, P.O. Box 60, Arlington, Texas 76004, (817) 467-4343. TRD-9710354.

Upper Rio Grande Private Industry Council, Board, met at 5919 Brook Hollow, El Paso, August 13, 1997 at 4:00 p.m. Information may be obtained from Norman R. Haley, 5919 Brook Hollow, El Paso, Texas 79925, (915) 772-5627, ext. 406. TRD-9710357.

Meetings filed August 11, 1997

Carson County Appraisal District, Appraisal Review board, will meet at 102 Main Street, Panhandle, August 15, 1997 at 9:00 a.m. Information may be obtained from Donita Davis, Box 970, Panhandle, Texas 79068, (806) 537-3569. TRD-9710416.

Heart of Texas Region MHMR Center, Board of Trustees, met at 110 South 12th Street, Waco, August 14, 1997 at 11:45 a.m. Information may be obtained from Helen Jasso, P.O. Box 890, Waco, Texas 76703, (817) 752-3451, ext. 290. TRD-9710415.

Hunt County Appraisal District, Appraisal Review Board, will meet at 4801 King Street, Greenville, August 18, 1997, at 8:45 a.m. Information may be obtained from Shirley Gregory, P.O. Box 1339, Greenville, Texas 75403, (903) 454-3510. TRD-9710421.

San Antonio River Authority, Board of Directors, will meet at 100 East Guenther Street, Boardroom, San Antonio, August 20, 1997 at 2:00 p.m. Information may be obtained from Fred N. Pfeiffer, P.O. Box 830027, San Antonio, Texas 78283-0027, (210) 227-1373. TRD-9710445.

South East Texas Regional Planning Commission, Executive Committee, met at 801 Main Beaumont City Council Chambers, Beaumont, August 20, 1997 at 7:00 p.m. Information may be obtained from Jackie Vice Solis, P.O. Box 1387, Nederland, Texas 77627, (409) 727-2384. TRD-9710446.

IN ADDITION

The *Texas Register* is required by statute to publish certain documents, including applications to purchase control of state banks, notices of rate ceilings, changes in interest rate and applications to install remote service units, and consultant proposal requests and awards.

To aid agencies in communicating information quickly and effectively, other information of general interest to the public is published as space allows.

Texas Department of Agriculture

Notice of Public Hearing

The Texas Department of Agriculture (the department) will hold a public hearing to take public comment on proposed amendments to §9.4, concerning tolerances for seed testing under the Texas Seed Law, as published in the July 22, 1997, issue of the *Texas Register* (22 TexReg 6811). The hearing will be held on Thursday August 21, 1997, beginning at 10:30 a.m., at the department's offices located at 1700 North Congress, Austin, Texas 78701, Room 924a.

For more information, please contact Sharon Proske, Texas Department of Agriculture, Seed Quality Program, P.O. Box 629, Giddings, Texas 78942, (409) 542-3691.

Issued in Austin, Texas, on August 11, 1997.

TRD-9710417

Dolores Alvarado Hibbs
Deputy General Counsel
Texas Department of Agriculture
Filed: August 11, 1997



Coastal Coordination Council

Notice and Opportunity to Comment on Requests for Consistency Agreement/Concurrence under the Texas Coastal Management Program

On January 10, 1997, the State of Texas received federal approval of the Coastal Management Program (CMP) (62 Federal Register pp. 1439-1440). Under federal law, federal agency activities and actions affecting the Texas coastal zone must be consistent with the CMP goals and policies identified in 31 TAC 501. Requests for federal consistency review were received for the following projects(s) during the period of August 5, 1997, through August 8, 1997:

FEDERAL AGENCY ACTIONS:

Applicant: Enserch Exploration, Inc.; Location: Offshore, NE/2 of State Tract 98, in Galveston Bay, Chambers County, Texas; Project

No.: 97-0238-F1; Description of Proposed Action: The applicant proposes to install a Production Platform and lay a 6-5/8 inch flowline from their No. 1 Well to the Production Platform; Type of Application: U.S.C.O.E. permit application #20646(01) under §10 of the Rivers and Harbors Act of 1899 (33 U.S.C.A. 403).

Applicant: U.S. Department of the Interior and National Oceanic Atmospheric Administration; Project No.: 97-0239-F2; Description of Activity: The applicant requests consistency review of the Apex Restoration Plan.

Applicant: Ken Armstrong; Location: 114 Sandy Cove, Clear Lake, Nassau Bay, Texas; Project No.: 97-0240-F1; Description of Proposed Action: The applicant proposes to excavate a 15-foot by 15-foot boat slip and install a wooden bulkhead within it; Type of Application: S.C.O.E. permit application #21046 under §10 of the Rivers and Harbors Act of 1899 (33 U.S.C.A. 403).

Applicant: Queen Isabel Inn; Location: 300 Garcia Street, Port Isabel, Texas; Project No.: 97-0241-F1; Description of Proposed Action: The applicant requests an extension of time to construct a 107-foot concrete bulkhead with backfill, twenty-four 4-foot by 18-foot boat docks, a 25-foot by 50-foot boat ramp with associated dredging and a 578-foot breakwater; Type of Application: U.S.C.O.E. permit application #19925(01) under §10 of the Rivers and Harbors Act of 1899 (33 U.S.C.A. 403), and §404 of the Clean Water Act (33 U.S.C.A. §§125-1387).

Applicant: Texas Meridian Resources Exploration, Inc.; Location: State Tract 329, Well No. 1, Monte Carlo Prospect, Galveston Bay, Galveston County, Texas; Project No.: 97-0242-F1; Description of Proposed Action: The applicant proposes to drill and produce the referenced well under the authority of and subject to the conditions of U.S.C.O.E. permit 21021. Type of Application: U.S.C.O.E. permit application under §10 of the Rivers and Harbors Act of 1899 (33 U.S.C.A. 403).

Applicant: Texas Meridian Resources Exploration, Inc.; Location: State Tract 312, Well No. 1, Riviera Prospect, Galveston Bay, Galveston County, Texas; Project No.: 97-0243-F1; Description of Proposed Action: The applicant proposes to drill and produce the referenced well under the authority of and subject to the conditions of

U.S.C.O.E. permit 21021. Type of Application: U.S.C.O.E. permit application under §10 of the Rivers and Harbors Act of 1899 (33 U.S.C.A. 403).

Pursuant to §306(d)(14) of the Coastal Zone Management Act of 1972 (16 U.S.C.A. §§1451-1464), as amended, interested parties are invited to submit comments on whether a proposed action should be referred to the Coastal Coordination Council for review and whether the action is or is not consistent with the Texas Coastal Management Program goals and policies. All comments must be received within 30 days of publication of this notice and addressed to Ms. Janet Fatheree, Council Secretary, 1700 North Congress Avenue, Room 617, Austin, Texas 78701-1495.

Issued in Austin, Texas, on August 8, 1997.

TRD-9710380

Garry Mauro

Chairman

Coastal Coordination Council

Filed: August 8, 1997



Comptroller of Public Accounts

Correction to Notice of Request for Information

Correction To Notice of Request for Proposals: The Comptroller of Public Accounts (Comptroller) announced by notice in the August 5, 1997 (22 TexReg 7246), edition of the *Texas Register* the issuance of a Request for Information (RFI) for the purpose of obtaining information from the public and private sectors regarding the Comptroller's implementation of Senate Bill 461 of the 75th

Texas Legislature authorizing the Comptroller to contract on a contingency basis with vendor(s) to develop and implement an advanced database system to enhance tax collections. Before contracting for the development of a system, the Comptroller requests information on product innovations and technology solutions to enhance the Comptroller's tax collection efforts.

The notice stated that the RFI and related appendices were available on the internet, but it did not include the internet address. The RFI and related appendices are available on the internet at <http://www.window.state.tx.us/tpr/tpr.html> or may be obtained from David R. Brown, Legal Services, Comptroller of Public Accounts, L.B.J. State Office Building, Room #G-24, 111 East 17th Street, Austin, Texas, 78774, (512) 305-8673. Written responses to the RFI are due by September 8, 1997, 4:00 p.m. (CZT).

Issued in Austin, Texas, on August 7, 1997.

TRD-9710304

Walter Muse

Legal Counsel

Comptroller of Public Accounts

Filed: August 7, 1997



Office of the Consumer Credit Commissioner

Notice of Rate Ceiling

The Consumer Credit Commissioner of Texas has ascertained the following rate ceilings by use of the formulas and methods described in Title 79, Texas Civil Statutes, Article 1.04, as amended (Texas Civil Statutes, Article 5069-1.04).

<u>Types of Rate Ceilings</u>	<u>Effective Period (Dates are Inclusive)</u>	<u>Consumer ⁽¹⁾/Agricultural/ Commercial ⁽²⁾ thru \$250,000</u>	<u>Commercial⁽²⁾ over \$250,000</u>
Indicated (Weekly) Rate - Art. 1.04(a)(1)	08/11/97-08/17/97	18.00%	18.00%

⁽¹⁾Credit for personal, family or household use. ⁽²⁾Credit for business, commercial, investment or other similar purpose.

[graphic]

Issued in Austin, Texas, on August 5, 1997.

TRD-9710246

Leslie L. Pettijohn

Commissioner

Office of Consumer Credit Commissioner

Filed: August 6, 1997



Texas Education Agency

Request for Applications Concerning Instructional Facilities Allotment, 1997-1998

Eligible Applicants. The Texas Education Agency (TEA) is requesting applications under Request for Applications (RFA) #701-97-025

from school districts for state assistance to equalize debt service for school construction. Districts must be authorized to enter into bonded debt under Texas Education Code (TEC), Chapter 45, Subchapter A, or lease-purchase arrangements as authorized by Local Government Code, §271.004.

Description. House Bill 4 as enacted by the 75th Texas Legislature created a new instructional facilities allotment to equalize the burdens of debt service in financing school construction. This RFA represents the efforts of the TEA to provide funding under the formulas in TEC, Chapter 46, to eligible applicants for certain debt service requirements. State support is limited to certain debt service for instructional facilities. TEC, Chapter 46, authorizes allotment funds to be used for expenditures for debt service only.

Dates of Project. The Instructional Facilities Allotment will be implemented beginning with the 1997-1998 school year. Funding continues through the term of the debt.

Project Amount. The maximum allotment amount is \$250 per student in average daily attendance per year, financed according to formulas in TEC, Chapter 46, from both state and local sources.

Selection Criteria. Applications will be selected based on the ability of each applicant to carry out all requirements contained in the RFA. Funds raised by the district through the issuance of bonded debt must be used for an instructional facility purpose as defined by TEC, §46.001. The facility acquired by entering into a lease-purchase agreement must be an instructional facility as defined by TEC, §46.001.

The election authorizing bonded debt must be held on or before September 30, 1997. The sale or pricing of bonds must take place on or before December 31, 1997. Only bonded debt service for which taxes are first levied in the 1997-1998 school year is eligible for state assistance. A payment made for debt service on eligible bonded debt sold in the 1996-1997 school year which occurs prior to the 1997-1998 school year does not invalidate the eligibility of that debt service for state assistance so long as the payment was not made from taxes levied for that debt, the sale of bonds occurred after the adoption of the district tax rates for tax year 1996, and the district had no opportunity to levy taxes for the initial payment in 1996-1997. Refunding bonded debt service is eligible for state assistance only if the original issue met the eligibility requirements in statute and rules of the commissioner of education. All bonded debt must be approved by the attorney general before any state assistance payments will be made to the district. Bonded debt must have a weighted average maturity of at least eight years.

For lease-purchase agreements, the end of the 60-day waiting period during which voters may petition for a referendum, or the referendum, if called, must occur on or before September 30, 1997. The adoption of an order authorizing a lease-purchase agreement must take place on or before December 31, 1997. The first payment under a lease-purchase arrangement must be scheduled to occur on or after September 1, 1997. All lease-purchase agreements must be approved by the attorney general before state assistance payments will be made. All lease-purchase agreements must be for a term of at least eight years.

Funding is subject to the availability of appropriations. In the event that state assistance required by applicants exceeds the appropriations available, districts with lowest property wealth per student shall be awarded assistance first as described in TEC, §46.006. The TEA

reserves the right to select from the highest ranking applications among those that address all requirements in the RFA.

The TEA is not obligated to approve an application, provide funds, or endorse any application submitted in response to this RFA. This RFA does not commit TEA to pay any costs before an application is approved. The issuance of this RFA does not obligate TEA to award a grant or pay any costs incurred in preparing a response.

Requesting the Application. A complete copy of RFA #701-97-025 may be obtained by writing the: Document Control Center, Room 6-108, Texas Education Agency, William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas 78701, or by calling (512) 463-9304. Please refer to the RFA number in your request.

Further Information. For clarifying information about the RFA, contact Joe Wisnoski, Department of School Finance and Fiscal Analysis, Texas Education Agency, (512) 463-8994.

Deadline for Receipt of Applications. Applications must be received in the Document Control Center of the Texas Education Agency by 5:00 p.m. (Central Time), Monday, September 8, 1997, to be considered.

Issued in Austin, Texas, on August 11, 1997.

TRD-9710422

Criss Cloudt

Associate Commissioner for Policy Planning and Research

Texas Education Agency

Filed: August 11, 1997



Office of the Governor-Criminal Justice Division

Consultant Proposal Request-Statewide Strategy for Drug and Violent Crime

In accordance with Chapter 2254, Government Code, the Criminal Justice Division (CJD) in the Office of the Governor is inviting proposals for consulting services.

CJD is required by the Bureau of Justice Assistance in the U.S. Department of Justice to submit a three-year plan and annual updates for the use of the Edward Byrne Memorial Fund, which is federal funding used for law enforcement, prosecution, and court programs related to drug and violent crime. Additionally, this strategy must address a statewide plan for reduction of violent and drug-related crime, including a discussion of the current resources across the state and a needs assessment.

CJD intends to contract with an organization with expertise in the area of statistical research and criminal justice issues and planning. This organization must have an in-dept understanding of the criminal justice system and its workings. The purpose of this contract is to conduct necessary research, make recommendations to CJD regarding the strategic plan, and to prepare the final report for CJD approval and submission to the federal government.

In general, the components of this strategy include: (1) a review of state and local participation and coordination issues; (2) coordination with federal and federally funded agencies; (3) a statistical analysis of drug and crime problems and trends; (4) and assessment of the areas of greatest need including needs for specific resources and needs by geographic region; and (5) an explanation of the strategy for Texas both in relation to statewide resources and coordination

and the appropriate role of grant funding through the Edward Byrne Memorial Fund. The contractor selected must work with designated Criminal Justice Division staff members throughout the process and at the discretion of the CJD executive director, with the Governor's Drug Policy Advisory Board.

A detailed packet of information regarding the specifications for completion of this strategy is available by writing or calling the contract person named below.

Responses to this Request for Consulting Services are to be received no later than Friday, September 12, 1997. Proposals must be forwarded directly Mr. Robert J. Bodisch, Sr., Director, Texas Narcotics Control Program, Criminal Justice Division, Office of Governor, P.O. Box 12428, Austin, Texas 78711.

Telephone inquiries may be directed to Mr. Robert J. Bodisch, Sr., at (512) 463-1806.

The response will be evaluated by a review committee and candidates may be selected for interviews. The organization that in the opinion of the executive director of the Criminal Justice Division of the advice of the review committee best meets the needs of the agency will be selected for the contract as the consultant to develop the Statewide Strategy for Drug and Violent Crime for a time period to end on March 31, 1998 with an option by CJD to extend to contract through June 30, 2000.

Issued in Austin, Texas, on August 7, 1997.

TRD-9710303

Pete Wassdorf

Deputy General Counsel

Office of the Governor

Filed: August 7, 1997



Violence Against Women Act Request for Applications

The Criminal Justice Division of the Governor's Office is soliciting applications for projects to perform law enforcement activities and prosecution/court activities to aid in preventing and reducing violence against women. Complete Criminal Justice Division guidelines for the Violence Against Women Act are available in the application kit.

The total amount available under this RFA is \$1,452,695. The grant funds will be distributed as follows: \$684,442 for law enforcement activities and \$768,253 for prosecution/court activities.

One of four purpose areas must be addressed in the application in order to be considered for funding. CJD will not consider other types of projects. The first purpose area is training law enforcement agencies and prosecutors to more effectively identify and respond to violent crimes against women, including sexual assault, stalking, and domestic violence. The second purpose area is implementing or expanding specialized units of law enforcement officers, violence against women courts, and prosecutors targeting violent crimes against women, including sexual assault, stalking, and domestic violence. The third purpose area is developing and implementing more effective police and prosecution policies, protocols, orders, and services specifically dedicated to preventing, identifying, and responding to violent crimes against women, including sexual assault, stalking, and domestic violence. The fourth purpose area is developing, installing, or expanding data collection and communication systems, including computerized systems that link police, prosecutors, and courts or that are designed

to identify and track arrests, protection orders, violations of protective orders, prosecutions, and convictions for violent crimes against women, including sexual assault, stalking, and domestic violence.

Eligible applicants include local units of government, state agencies, councils of government, and local nonprofit agencies.

The minimum amount of each grant is \$5,000 and the maximum amount is \$80,000 with the exception of grant applications for violence against women courts. The maximum amount for violence against women courts is \$250,000.

Grant funded projects must begin on December 1, 1997. Grants shall be awarded for a project period of twelve months.

Grantees must provide a cash and/or in-kind match of 25% of the total project costs. Nonprofit agencies are exempt from the match requirement, except for the required 50% cash match on all equipment purchases.

Application kits for local projects may be obtained from the applicant's prospective regional council of government or from CJD. Application kits for statewide projects may be obtained from CJD.

An original and six copies of completed applications must be submitted to the Criminal Justice Division of the Governor's Office, Post Office Box 12428, Austin, Texas 78711, attn.: Grant Administration. Applications must be received at the Criminal Justice Division no later than 6:00 p.m. on Monday, October 6, 1997.

For Texas Review and Comment System (TRACS) and local prioritization, applicants for local projects must submit two copies of the grant application to their respective regional councils of government no later than Monday, October 6, 1997. Applicants for statewide projects must submit a copy of the grant application to the Governor's Office of Budget and Planning, Post Office Box 12428, Austin, Texas 78711 no later than Monday, October 6, 1997.

CJD staff will conduct an initial screening of applications to determine eligibility. The Executive Director of CJD may appoint a review team to score and rank applications. Team members may include CJD staff and/or may include staff from outside agencies with the proper experience and knowledge. The prioritization/ranking from the regional councils of government will be taken into consideration during the ranking and scoring of applications by the review team. CJD will make the final funding decision.

For further information and to obtain application kits call Glenn Brooks, Director of Justice Programs, Criminal Justice Division, at 512/463-1944 or Melissa Foley, Grants Specialist, Criminal Justice Division, at 512/463-1936.

Issued in Austin, Texas, on August 7, 1997.

TRD-9710365

Pete Wassdorf

Deputy General Counsel

Office of the Governor

Filed: August 7, 1997



Texas Department of Health

Notice of Request for Proposal for Behavioral Risk Factor Surveillance System

Description: The Texas Department of Health, (department) Bureau of Chronic Disease Prevention and Control, Behavioral Risk Factor Surveillance System (BRFSS) requests proposals from qualified applicants to collect data from Texas adults through the BRFSS. The purpose of this proposal is to collect BRFSS data to be used by the department to monitor trends in the prevalence of health risk factors and related disease to use in program planning, development, and monitoring to set health objectives; to prepare state health planning documents; and to identify target groups and to monitor the progress of state health efforts over time.

Eligible Applicants: Eligible applicants are government agencies or private businesses that the capacity to collect information on Texas adults via the BRFSS. The contract may be extended for a maximum of four additional years.

Dates and Amount of Contracts: Contingent on funding by the Centers for Disease Control and Prevention (CDC), approximately \$54,000 to \$70,000 will be available for the twelve month period from January 1, 1988, to December 31, 1988. Amending the contract for future BRFSS interviews is also contingent upon CDC funding and other contributing parties.

Contract and Deadlines: A request for proposal packet with proposal submission instructions may be obtained by contacting Ken Condon, Acting Director, Behavioral Risk Factor Surveillance System, 1100 West 49th Street, Austin, Texas, 78756, Telephone (512) 458-7111, extension 2154. Proposals must be received by 5:00 p.m. on Wednesday, October 1, 1997. Faxed copies will not be accepted.

Issued in Austin, Texas, on August 11, 1997.

TRD-9710414
Susan K. Steeg
General Counsel
Texas Department of Health
Filed: August 11, 1997

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Texas Department of Housing and Community Affairs

Notice of Public Hearings

The Tax Credit Ad Hoc Committee of the Texas Department of Housing and Community Affairs will hold public hearings to receive comments on the 1997 proposed tax credit developments at the following locations:

DALLAS, Saturday, August 9, City Council Chambers, 1500 Marilla Street, 9:30 a.m. - (Prior Notification Sent)

SAN ANTONIO, Friday, August 15, City Council Chambers, 103 Main Plaza, 11:00 a.m. - (Prior Notification Sent)

HOUSTON, Saturday, August 16, City Council Chambers, 900 Bagby, 9:30 a.m. - (Prior Notification Sent)

AUSTIN, Tuesday, August 19, TDHCA, Board Room 507 Sabine, 4th Floor, 10:00 a.m.

EL PASO, Wednesday, August 20, City Council Chambers #2, Civic Center Plaza 10:00 a.m.

BROWNSVILLE, Thursday, August 21, Cameron County Commissioners Court, 964 East Harrison Street, Administration Building, 4th Floor 10:00 a.m.

Written comments are encouraged and should be addressed to:

Texas Department of Housing & Community Affairs ATTN: Low Income Housing Tax Credit Program - PC97 Cherno M. Njie, Program Manager P.O. Box 13941 Austin, Texas 78711 or via Fax: 512.476.0438 or via E-mail: yporche@genesis.tdhca.state.tx.us

Individuals who require auxiliary aids or services for this meeting should contact Aurora Carvajal ADA Responsible Employee, at 512.475.3822 or Relay Texas at 1.800.735.2989 at least two days before the meeting so that appropriate arrangements can be made.

Issued in Austin, Texas, on August 8, 1997.

TRD-9710335
Larry Paul Manley
Executive Director
Texas Department of Housing and Community Affairs
Filed: August 7, 1997

◆ ◆ ◆
Texas Department of Human Services

Open Solicitation for Carson County

Pursuant to Title 2, Chapters 22 and 32 of the Human Resources Code and 40 TAC §19.2324, in the March 31, 1995, issue of the *Texas Register* (20 TexReg. 2443), the Texas Department of Human Services (TDHS) is announcing the reopening of the open solicitation period for Carson, County No. 033, identified in the January 24, 1997, issue of the *Texas Register* (22 TexReg 985). Potential contractors desiring to construct a 90-bed nursing facility in the above referenced county must submit a written reply (as described in 40 TAC §19.2324) to TDHS, Gary L. Allen, Certification, Provider Enrollment, & Billing Services, Long Term Care-Regulatory, Mail Code (Y-976), P.O. Box 149030, Austin, Texas 78714-9030. Historically Underutilized Businesses are encouraged to apply. Upon receipt of a reply from a potential contractor, TDHS will place a notice in the *Texas Register* to announce the closing date of the reopened solicitation period.

Issued in Austin, Texas, on August 8, 1997.

TRD-9710381
Glenn Scott
General Counsel, Legal Services
Texas Department of Human Services
Filed: August 8, 1997

◆ ◆ ◆
Texas Natural Resource Conservation Commission

Notice of Application to Appropriate Public Waters of The State of Texas

The following notices of application for permits to appropriate Public Waters of the State of Texas were issued during the period July 9, 1997 through July 31, 1997.

BRAZOS RIVER AUTHORITY; for an extension of time to begin deliberate impoundments of additional water storage authorized under Water Use Permit Number 5094, as amended. Water Use Permit Number 5094, as amended, authorizes the Brazos River Authority to impound water in Lake Waco on the Bosque River, tributary of the Brazos River, Brazos River Basin, in McLennan County, Texas. This impoundment authorization is in addition to the current impoundment in the lake authorized for use by the City of Waco as included in their Certificate of Adjudication Number 12-2315. Permit Number 5094, as amended, also allows use of water from the increased capacity of the lake for municipal purposes, and indicates that deliberate impoundment of the additional water storage authorized must commence by October 1, 1997 unless the applicant applies for an extension of time and the extension is granted. This application is requesting an extension of time to October 1, 2003. The applicant has indicated the extension request is necessary because of litigation involving the permit that was started in 1991 and finally resolved November 22, 1996. Since resolution of the lawsuit, the City of Waco and the Brazos River Authority have negotiated an agreement between themselves relating to storage reallocations in Lake Waco, and the applicant is prepared to issue the bonds required to obtain funding for the project. However, the bonds cannot be issued unless this extension of time is granted.

METROPOLITAN RESOURCES, INC.; Application Number 19-2140A for an amendment to Certificate of Adjudication Number 19-2140, which authorizes the diversion and use of a total of 963 acre-feet of water per year from five (5) points on the Medina River; one point on Big Sous Creek, tributary of the Medina River; and one point on Sherer Creek, tributary of Big Sous Creek, tributaries of the San Antonio River, San Antonio River Basin, for a total of seven (7) points in the San Antonio River Basin. Diverted water is authorized to be used to irrigate a maximum of 578 acres of land within a 1,789.94 acre tract (known locally as U-Bar Ranch) in Bexar County, approximately 16.7 miles southwest of San Antonio, Texas. The applicant seeks to amend Certificate Number 19-2140 to increase the: (1) amount of water to be diverted per annum from 963 to 3,043 acre feet per year; (2) amount of land to be irrigated per annum within the authorized tract from 578 to 1,618 acres of land, and (3) combined maximum diversion rate from 1,000 gpm to 2,500 gpm (5.57 cfs).

JACK R. BEARD, TRUSTEE; Application Number 5591 for a permit to authorize construction and maintenance of an excavated off-channel reservoir and to divert water to the reservoir from Taylor Lake, which is a natural lake on Taylor Bayou, tributary of Clear Creek, San Jacinto-Brazos Coastal Basin. The off-channel reservoir will be located 22.6 miles east-southeast of Houston, Harris County, Texas and will be used for in-place recreational use in a housing subdivision and for wetlands mitigation and will have a capacity of 50.37 acre feet and a surface area of 8.34 acres. The applicant is requesting authorization to divert 50.37 acre-feet of water for initial filling of the off-channel reservoir, divert not to exceed 32.2 acre-feet per annum to maintain the capacity, and divert not to exceed 10.66 acre-feet per annum to maintain wetlands around the shoreline of the reservoir.

M.R. DEVELOPMENT CORP.; Application Number 5590 for a permit to authorize maintenance of an existing on-channel reservoir and to construct and maintain an additional off-channel reservoir on Kirby Creek, tributary of Fish Creek, tributary of Mountain Creek, tributary of the West Fork Trinity River, tributary of the Trinity

River, Trinity River Basin. The reservoirs will be used for in-place recreational use and aesthetic purposes (with no right of diversions) in Dallas and Tarrant Counties, approximately 19 miles southwest of Dallas, Texas. The reservoirs will be excavated structures with no dams. Water will be diverted from Kirby Creek to the off-channel reservoir by gravity flow through a concrete pipe. Overflow water from the reservoir will be returned to the creek by gravity via a separate concrete pipe.

TARRANT REGIONAL WATER DISTRICT; Application Number 5589 for a permit to authorize construction of a channel dam on the West Fork Trinity River, tributary of the Trinity River, Trinity River Basin, Tarrant County, Texas. The channel dam will create a reservoir with a normal maximum capacity of 874.5 acre-feet to be used for in-place recreational purposes approximately two miles east-northeast of Fort Worth, Texas.

ITCHIE D. BEOUGHER; Application Number 5592 for a permit to authorize diversion and use of not to exceed 550 acre-feet of water per year from the Brazos River, Brazos River Basin. Water will be diverted at a maximum rate of 2,000 gallons per minute to irrigate 350 acres of land in Falls County approximately 8 miles northwest of Marlin, Texas.

JERRY W. AND JENNIFER S. GLAZE; Application Number 5593 for a permit to authorize diversion and use of not to exceed 400 acre-feet of water per year from the Lampasas River, tributary of the Little River, tributary of the Brazos River, Brazos River Basin. Water will be diverted at a maximum rate of 1200 gallons per minute to irrigate 300 acres of land located within a 766.17-acre tract in Lampasas and Burnet Counties approximately 3.5 miles south of Kempner, Texas.

BRADLEY B. WARE; Application Number 5594 for a permit to authorize diversion and use of not to exceed 130 acre-feet of water per year from the Lampasas River, tributary of the Little River, tributary of the Brazos River, Brazos River Basin. Water will be diverted at a maximum rate of 1200 gallons per minute to irrigate 100 acres of land in Bell County approximately 15 miles southwest of Killeen, Texas.

The Executive Director may approve these applications unless a written hearing request is filed in the Chief Clerk's Office of the TNRCC within 30 days after newspaper publication of the notice of application. To request a hearing, you must submit the following: (1) your name (or for a group or association, an official representative), mailing address, daytime phone number, and fax number, if any; (2) the name of the applicant and the application number; (3) the statement "I/we request a public hearing;" (4) a brief description of how you would be adversely affected by the granting of the application in a way not common to the general public; and (5) the location of your property relative to the applicant's operations.

If a hearing request is filed, the Executive Director will not approve the application and will forward the application and hearing request to the TNRCC Commissioners for their consideration at a scheduled Commission meeting. If a hearing is held, it will be a legal proceeding similar to civil trials in state district court.

If you wish to appeal a permit issued by the Executive Director, you may do so by filing a written Motion for Reconsideration with the Chief Clerk of the Commission no later than 20 days after the date the Executive Director signs the permit.

Requests for a public hearing must be submitted in writing to the Chief Clerk's Office, MC 105, TNRCC, P.O. Box 13087, Austin, TX

78711-3087. Individual members of the public who wish to inquire about the information contained in this notice, or to inquire about other agency permit applications or permitting processes, should call the TNRCC Office of Public Assistance, Toll Free, at 1-800-687-4040.

Issued in Austin, Texas, on August 8, 1997.

TRD-9710423

Eugenia K. Brumm, Ph. D.

Chief Clerk

Texas Natural Resource Conservation Commission

Filed: August 11, 1997



Notice Of Application For Municipal Solid Waste Management Facility Permit For The Period of August 4, 1997 through August 8, 1997

BROWNING-FERRIS, INC. for an amendment to Permit Number MSW241-B, designated Application Number MSW241-C, to authorize lateral expansion of the facility by an additional 224 acres. The permittee is authorized to dispose of all non-hazardous solid waste, including, but not limited to, municipal solid waste resulting from or incidental to municipal, community, commercial, institutional, and recreational activities; municipal solid waste resulting from construction or demolition projects; Class I non-hazardous industrial solid waste; Class 2 and Class 3 industrial solid waste; and special wastes that are properly identified. Solid waste may be accepted at a rate of, but not limited to, the amount of 4,000 cubic yards per day of municipal solid waste and 4,000 cubic yards per day of Class 1 non-hazardous industrial solid waste. The permit would allow the municipal solid waste facility to operate 24 hours per day, Monday through Sunday. However, the normal operating hours of the facility would be limited to 4:00 a.m. to 8:00 p.m. Monday through Sunday. The facility is located adjacent to and northwest of the intersection of County road 4421 and Farm to market Road 66, approximately 3 miles northeast of Itasca in Hill County, Texas.

If you wish to request a public hearing, you must submit your request in writing. You must state (1) your name, mailing address and daytime phone number; (2) the application number, TNRCC docket number or other recognizable reference to the application; (3) the statement I/we request an evidentiary public hearing; (4) a brief description of how you, or the persons you represent, would be adversely affected by the granting of the application; and (5) a description of the location of your property relative to the applicant's operations.

Requests for a public hearing or questions concerning procedures should be submitted in writing to the Chief Clerk's Office, Park 35 TNRCC Complex, Building F, Room 1101, Texas Natural Resource Conservation Commission, Mail Code 105, P.O. Box 13087, Austin, Texas 78711. Individual members of the public who wish to inquire about the information contained in this notice, or to inquire about other agency permit applications or permitting processes, should call the TNRCC Office of Public Assistance, Toll Free, at 1-800-687-4040.

Issued in Austin, Texas, on August 11, 1997.

TRD-9710425

Eugenia K. Brumm, Ph.D.

Chief Clerk

Texas Natural Resource Conservation Commission

Filed: August 11, 1997



Applications for Waste Disposal/Discharge Permits

Attached are Notices of Applications for waste disposal/discharge permits issued during the period of August 4 thru August 8, 1997.

The Executive Director will issue these permits unless one or more persons file written protests and/or a request for a hearing within 30 days after newspaper publication of the notice.

To request a hearing, you must submit the following: (1) your name (or for a group or association, an official representative), mailing address, daytime phone number, and fax number, if any; (2) the name of the applicant and the permit number; (3) the statement "I/we request a public hearing;" (4) a brief description of how you would be adversely affected by the granting of the application in a way not common to the general public; (5) the location of your property relative to the applicant's operations; and (6) your proposed adjustments to the application/permit which would satisfy your concerns and cause you to withdraw your request for hearing.

Information concerning any aspect of these applications may be obtained by contacting the Texas Natural Resource Conservation Commission, Chief Clerks Office-MC105, P.O. Box 13087, Austin, Texas 78711. Individual members of the public who wish to inquire about the information contained in this notice, or to inquire about other agency permit applications or permitting processes, should call the TNRCC Office of Public Assistance, Toll Free, at 1-800-687-4040.

Listed are the name of the applicant and the city in which the facility is located, type of facility, location of the facility, type of application-new permit, amendment, or renewal and permit number.

CITY OF AVINGER, P.O. Box 356, Avinger, Texas; the wastewater treatment plant is located approximately 0.4 mile north of the intersection of State Highway 155 and State Highway 49 in the City of Avinger in Cass County, Texas; renewal; Permit Number 10646-001.

BLUDWORTH SHIPYARD AND FABRICATION, INC., P.O. Box 3630, Galveston, Texas 77552; The applicant operates a facility conducting general ship painting and ship and barge hull repairs; The plant site is located at Tract 29 on J.F. Fields Blvd., approximately 1/4 miles south of the intersection of J.F. Fields Boulevard and Seawolf Boulevard, on Pelican Island in the City of Galveston, Galveston County, Texas.

CHAO KUAN LEE, 2231 Southgate, Houston, Texas 77030; The wastewater treatment facilities are located 600 feet north of Northville Road and 300 feet west of Interstate Highway I-45 in Harris County, Texas; renewal; Permit Number 13560-001.

COVE INVESTMENTS, INC., P.O. Box 2162, Baytown, Texas 77522; the Cotton Bayou Manor Wastewater Treatment Facility; The facility is located approximately 0.8 of a mile northeast of the intersection of Farm-to-Market Road 3180 and Farm-to-Market Road 565, and 1.6 miles south-southeast of the intersection of Farm-to-Market Road 3180 and Interstate Highway 10 in Chambers County, Texas; renewal; Permit Number 11109-001.

E. I. DUPONT DE NEMOURS AND COMPANY, P.O. Box 1089, Orange, Texas 77631-1089; an organic and inorganic petrochemical

manufacturing plant is located on FM Road 1006 approximately 3 miles southwest of the City of Orange, Orange County, Texas; amendment without renewal; Permit Number 00475.

FORT BEND COUNTY WATER CONTROL & IMPROVEMENT DISTRICT NO.2, 2331 South Main, Stafford, Texas 77477; The wastewater treatment plant is located approximately 3,300 feet southeast of the intersection of Cravens Road and U. S. Highway 90 in Fort Bend County, Texas; renewal; Permit No.10086-002.

GLEN OAKS MANAGEMENT, INC., 4303 Pate Road #60, College Station, Texas 77845; the Glen Oaks Mobile Home Park Wastewater Treatment Facilities; The facilities are located approximately 2,000 feet southeast of the intersection of State Highway 30 and Farm-to-Market Road 158 in Brazos County, Texas; renewal; Permit Number 12296-001.

HOOKS MOBILE HOME PARK, LTD., 952 Echo Lane, Suite 420, Houston, Texas 77024; the Hooks Mobile Home Park Wastewater Treatment Facilities; The facilities are located at 12019 Aldine Westfield Road, Outfall 001 is located on the south side of the intersection of the entrance to Hooks Mobile Home Park and Brooklyn Street, and Outfall 002 is located on the north side of the entrance to Hooks Mobile Home Park and Brooklyn Street in Harris County, Texas; renewal; Permit Number 12083-001.

CITY OF HOUSTON, Department of Public Works and Engineering, P.O. Box 262549, Houston, Texas 77207-2549; the Forest Cove MUD Wastewater Treatment Facilities; The facilities are located approximately 200 feet north of the intersection of Hamblen Road and Trail Tree Lane, northeast of the City of Humble in Harris County, Texas; renewal; 13187-001.

CITY OF HOUSTON, Department of Public Works and Engineering, P. O. Box 262549, Houston, Texas 77207-2549; the Sagemont Wastewater Treatment Facilities; The facilities are located approximately 0.25 mile south of the intersection of Sageville Drive and South Belt, and approximately 0.5 mile west of Interstate Highway 45 in southeast Houston in Harris County, Texas; renewal; Permit Number 10495-075

CITY OF KARNES CITY, P.O. Box 399, Karnes City, Texas 78118; the Milam Wastewater Treatment Plant; The wastewater treatment plant is located approximately 0.88 mile north of the intersection of U. S. Highway 181 and Farm-to-Market Road 1144 in Karnes County, Texas; renewal; Permit No.10352-001.

CITY OF LA GRULLA, P.O. Box 197, La Grulla, Texas 78548; The wastewater treatment facilities and disposal site are located approximately 1000 feet north of the City of La Grulla city limits on the southwest side of the public road and approximately 1000 feet north of the city's landfill entrance in Starr County, Texas; renewal; Permit No.13187-001.

LAND/HOME DEVELOPMENT SPECIALISTS, INC., Route 5, Box 81 AC, Georgetown, Texas 78628; The wastewater treatment facilities and disposal site are located approximately 0.25 mile north of the intersection of U.S. Highway 183 and State Highway 29 in Williamson County, Texas; Proposed; Permit No.13880-001.

CITY OF MOODY, P. O. Box 68, Moody, Texas 76557; The wastewater treatment facilities are located at 501 5th Street, approximately 1,500 feet northwest of the intersection of State Highway 317 and Farm-to-Market Road 107 in the City of Moody in McLennan County, Texas; renewal; Permit Number 10225-001.

LOC D. NGUYEN, 14414 Laterna Lane, Houston, Texas 77083; the Laterna Villa Mobile Home Park Wastewater Treatment Facility; The facilities are approximately 250 feet northwest of the intersection of Sugarland-Howell Road and Laterna Lane and approximately 3000 feet east of Route 6 in Harris County, Texas; Proposed; Permit Number 13884-001.

NOR SHAM, INC., 6900 Will Clayton Parkway, Humble, Texas 77338; the Best Western at International Airport Wastewater Treatment Facilities; The facilities are located approximately 2,600 feet west of the intersection of U.S. Highway 59 and Jetero Boulevard in Harris County, Texas; renewal; Permit Number 10980-001.

CITY OF PITTSBURG, P.O. Box 462, Pittsburg, Texas 75686; the Dry Creek Wastewater Treatment Facilities; The facilities are approximately 1.3 miles southeast of the intersection of Arch Davis Road and Lafayette Street in the southeast section of the City of Pittsburg in Camp County, Texas; renewal; Permit Number 10250-002.

TRINITY PINES CONFERENCE CENTER, INC., P.O. Box 707, Trinity, Texas 75862; The wastewater treatment facilities are located approximately 1,500 feet west of Lake Livingston, and approximately 1,400 feet north of Farm-to-Market Road 356 in Trinity County, Texas; renewal; Permit Number 12371-001.

UNION HILL INDEPENDENT SCHOOL DISTRICT, P.O. Box 370, Gilmer, Texas 75644; has the U.H.I.S.D. Wastewater Treatment Plant; The plant site is located approximately 0.26 mile southwest of the intersection of Farm-to-Market Road 2088 and Farm-to-Market Road 2454 in Upshur County, Texas; Proposed; Permit Number 13885-001.

Issued in Austin, Texas, on August 11, 1997.

TRD-9710424

Eugenia K. Brumm, Ph.D.

Chief Clerk

Texas Natural Resource Conservation Commission

Filed: August 11, 1997



Notice Of Receipt Of Application And Declaration Of Administrative Completeness For Municipal Solid Waste Management Facility For The Period of August 4, 1997 through August 8, 1997

APPLICATION BY TEXAS ECOLOGISTS, INC., Proposed Permit Number MSW2267, to authorize a Type I municipal solid waste management facility permit. The permit would allow the applicant to receive approximately 833 tons of municipal solid waste and Class 1, Class 2, and Class 3 non-hazardous industrial solid waste. The proposed site covers approximately 160.08 acres of land and is located on the southwest corner of County Road 30 and County Road 69, approximately 4.2 miles south of the intersection of State Highway 44 and County Road 69 in Pasadena County, Texas. Petronila, Texas is the nearest town, located 4.5 miles southeast of the facility.

APPLICATION BY SAND TRAP SERVICES, INC. dba COLD SPRINGS PROCESSING AND DISPOSAL, Proposed Permit Number MSW1225-C, to authorize amendment to a Type VGG municipal solid waste management facility permit to receive Class 1 non-hazardous industrial waste and to increase capacity to receive municipal solid waste. The site covers approximately 10.272 acres of land

and is to daily receive approximately 75,000 gallons of solid waste. The site is located approximately 2,200 feet west of State Highway 121 and 1,600 feet northwest of .S. Highway 377 in Tarrant County, Texas. The property is located on the southeast corner of the intersection of N. Hampton Road and Cold Springs Road.

If you wish to request a public hearing, you must submit your request in writing. You must state (1) your name, mailing address and daytime phone number; (2) the application number, TNRCC docket number or other recognizable reference to the application; (3) the statement I/we request an evidentiary public hearing; (4) a brief description of how you, or the persons you represent, would be adversely affected by the granting of the application; and (5) a description of the location of your property relative to the applicant's operations.

Requests for a public hearing or questions concerning procedures should be submitted in writing to the Chief Clerk's Office, Park 35 TNRCC Complex, Building F, Room 1101, Texas Natural Resource Conservation Commission, Mail Code 105, P.O. Box 13087, Austin, Texas 78711. Individual members of the public who wish to inquire about the information contained in this notice, or to inquire about other agency permit applications or permitting processes, should call the TNRCC Office of Public Assistance, Toll Free, at 1-800-687-4040.

Issued in Austin, Texas, on August 11, 1997.

TRD-9710426

Eugenia K. Brumm, Ph.D.

Chief Clerk

Texas Natural Resource Conservation Commission

Filed: August 11, 1997



Texas Parks and Wildlife Department

Notice of Public Comment Hearing for Permit to Remove Sand, Gravel, or Marl from Public Waters of the State of Texas

SAND AND GRAVEL DREDGING - BRAZOS RIVER

PERMIT NUMBER SR-95-003

Notice is hereby given that Sand Supply, Inc., whose address is P.O. Box 559, Sugar Land, Texas 77487-0559, as of June 20, 1997 filed an administratively complete application with the Texas Parks and Wildlife Department for the renewal of an existing revenue permit: to remove up to 50,000 cubic yards of sand and 20,000 cubic yards of gravel per month from the Brazos River, Fort Bend County, at a site approximately 8700 feet in length and starting approximately three miles downstream from U.S. Highway 90A.

This permit renewal is requested under the authority granted to the Texas Parks and Wildlife Commission in Chapter 86 of the Texas Parks and Wildlife Code and will not authorize the crossing of any private property.

The hearing to receive public comment on this application will be conducted:

Friday, August 29, 1997 at 3:00 PM

Conference Room A-200

Texas Parks and Wildlife Department

4200 Smith School Road

Austin, Travis County, Texas

At which time all interested persons may appear and be heard. Comments may be mailed to the Department at the address listed below or presented orally or in writing at the hearing. Comments sent by mail should be received by the Department no later than September 8, 1997.

In addition, any person who can demonstrate a justiciable interest may request a formal contested case hearing pursuant to Administrative Procedure Act, Texas Government Code Annotated Chapter 2001, §2001.054. Any person wishing to request such a hearing should submit a written request to Paul M. Shinkawa at the address listed below. Such a request should include a short statement of the nature of any objections to the requested permit and a description of the potential adverse impact which may be suffered by the requestor. Requests for formal contested case hearings must be received no later than the close of the public comment hearing.

Further information concerning any aspect of the application or hearing may be obtained by contacting Paul Shinkawa, Resource Protection Division.

Issued in Austin, Texas, on August 8, 1997.

TRD-9710359

Bill Harvey

Regulatory Coordinator

Texas Parks and Wildlife Department

Filed: August 8, 1997



Public Utility Commission of Texas

Notice of Application for Service Provider Certificate of Operating Authority

Notice is given to the public of the filing with the Public Utility Commission of Texas an application on August 5, 1997, for a service provider certificate of operating authority (SPCOA), pursuant to §3.2532 of the Public Utility Regulatory Act of 1995. A summary of the application follows.

Docket Title and Number: Application of American MetroComm/Texas, Inc. for a Service Provider Certificate of Operating Authority, Docket Number 17761 before the Public Utility Commission of Texas.

Applicant intends to provide local exchange services, intrastate and interstate interexchange services and other competitive access and telecommunications services.

Applicant's requested SPCOA geographic area includes the entire State of Texas.

Persons who wish to comment upon the action sought should contact the Public Utility Commission of Texas, at P.O. Box 13326, Austin, Texas 78711-3326, or call the commission's Office of Customer Protection at (512) 936-7120 no later than August 20, 1997. Hearing and speech-impaired individuals with text telephone (TTY) may contact the commission at (512) 936-7136.

Issued in Austin, Texas, on August 7, 1997.

TRD-9710328

Rhonda Dempsey
Rules Coordinator
Texas Parks and Wildlife Department
Filed: August 7, 1997



Notice is given to the public of the intent to file with the Public Utility Commission of Texas an application pursuant to Public Utility Commission Substantive Rule 23.27 for a new PLEXAR-custom service for the County of Midland in Midland, Texas.

Tariff Title and Number: Application of Southwestern Bell Telephone Company for a New PLEXAR-Custom Service for the County of Midland in Midland, Texas, Pursuant to Public Utility Commission Substantive Rule 23.27. Tariff Control Number 17763.

The Application: Southwestern Bell Telephone Company is requesting approval for a new PLEXAR-custom service for the County of Midland in Midland, Texas. The geographic service market for this specific service is the Midland local access and transport area.

Persons who wish to comment upon the action sought should contact the Public Utility Commission of Texas, by mail at P.O. Box 13326, Austin, Texas 78711-3326, or call the commission's Office of Customer Protection at (512) 936-7120. Hearing and speech-impaired individuals with text telephone (TTY) may contact the commission at (512) 936-7136.

Issued in Austin, Texas, on August 7, 1997.

TRD-9710330
Rhonda Dempsey
Rules Coordinator
Public Utility Commission of Texas
Filed: August 7, 1997



Notice of Intent To File Pursuant To Public Utility Commission Substantive Rule 23.27

Notice is given to the public of the intent to file with the Public Utility Commission of Texas an application pursuant to Public Utility Commission Substantive Rule 23.27 for an optional feature addition to the existing PLEXAR-custom service for Mission Consolidated Independent School District ("ISD") in Mission, Texas.

Tariff Title and Number: Application of Southwestern Bell Telephone Company for an Optional Feature Addition to the Existing PLEXAR-Custom Service for Mission Consolidated Independent School District ("ISD") in Mission, Texas, Pursuant to Public Utility Commission Substantive Rule 23.27. Tariff Control Number 17762.

The Application: Southwestern Bell Telephone Company is requesting approval for an optional feature addition to the existing PLEXAR-Custom service for Mission Consolidated Independent School District ("ISD") in Mission, Texas. The geographic service market for this specific service is the Brownsville local access and transport area.

Persons who wish to comment upon the action sought should contact the Public Utility Commission of Texas, by mail at P.O. Box 13326, Austin, Texas 78711-3326, or call the commission's Office of Customer Protection at (512) 936-7120. Hearing and speech-impaired individuals with text telephone (TTY) may contact the commission at (512) 936-7136.

Issued in Austin, Texas, on August 7, 1997.

TRD-9710329
Rhonda Dempsey
Rules Coordinator
Public Utility Commission of Texas
Filed: August 7, 1997



Notice of Petition by Fort Bend Telephone Company for Suspension of the Due Date for Implementation of Local Number Portability

Fort Bend Telephone Company ("FBTC" or "company") has filed a petition with the Public Utility Commission of Texas ("commission") seeking approval for a suspension of the due date for implementation of local number portability (LNP) in FBTC's service area within the Houston Metropolitan Statistical Area. Requests for deployment by March 31, 1998 were submitted to the commission for FBTC's Katy, Beasley and Damon wire centers. As a carrier serving less than 31,000 access lines and qualifying for the definition of a rural carrier under federal law, FBTC is requesting that the due date for submission of requests for deployment of LNP, and the associated requirements for deployment, be extended to September 1, 1998 at the earliest, with implementation required no sooner than six months after that date. The company's request has been assigned Tariff Control Number 17629, *Petition of Fort Bend Telephone Company for Suspension or Modification of the Requirement to Implement Local Number Portability and for Suspension of Enforcement Pursuant to the Telecommunications Act of 1996*.

Persons with questions concerning this application are encouraged to contact Fort Bend Telephone Company at 2012 Avenue G, Rosenberg, Texas 77471, where a complete copy of the company's application is available for inspection, or call (281) 396-5000 during business hours.

Persons who wish to comment on this application should notify the commission by September 8, 1997. Requests for further information may be mailed to the Public Utility Commission of Texas, P. O. Box 13326, Austin, Texas, 78711-3326, or you may call the Public Utility Commission's Office of Customer Protection at (512) 936-7120. Hearing and speech impaired individuals with text telephones ("TTY") may contact the commission at (512) 936-7136.

Issued in Austin, Texas, on August 6, 1997.

TRD-9710251
Rhonda Dempsey
Rules Coordinator
Public Utility Commission of Texas
Filed: August 6, 1997



On July 30, 1997, Golden Harbor of Texas, Inc. (Golden Harbor) (formerly Lone Star Net, Inc.) and GTE Southwest, Inc. (GTE-SW) collectively referred to as Applicants, filed a joint application for approval of an interconnection agreement under the Federal Telecommunications Act of 1996 (FTA) (47 United States Code §§151 et. seq.) and the Public Utility Regulatory Act of 1995 (PURA) (Texas Revised Civil Statutes Annotated article 1446c-0, Vernon 1997). The joint application has been designated Docket Number 17748. The joint application and the underlying

interconnection agreement are available for public inspection at the commission's offices in Austin, Texas.

The FTA authorizes the commission to review and approve any interconnection agreement adopted by negotiation of the parties. Pursuant to FTA §252(e)(2) the commission may reject any agreement if it finds that the agreement discriminates against a telecommunications carrier not a party to the agreement, or that implementation of the agreement, or any portion thereof, is not consistent with the public interest, convenience, and necessity. Additionally, under FTA §252(e)(3), the commission may establish or enforce other requirements of state law in its review of the agreement, including requiring compliance with intrastate telecommunications service quality standards or requirements. The commission must act to approve the agreement within 90 days after it is submitted by the parties.

The commission finds that additional public comment should be allowed before the commission issues a final decision approving or rejecting the interconnection agreement. Any interested person may file written comments on the joint application by filing 13 copies of the comments with the commission's filing clerk. Additionally, a copy of the comments should be served on each of the Applicants. The comments should specifically refer to Docket Number 17748. As a part of the comments, an interested person may request that a public hearing be conducted. The comments, including any request for public hearing, shall be filed by September 11, 1997, and shall include:

- 1) a detailed statement of the person's interests in the agreement, including a description of how approval of the agreement may adversely affect those interests;
- 2) specific allegations that the agreement, or some portion thereof:
 - a) discriminates against a telecommunications carrier that is not a party to the agreement; or
 - b) is not consistent with the public interest, convenience, and necessity; or
 - c) is not consistent with other requirements of state law; and
- 3) the specific facts upon which the allegations are based.

After reviewing any comments, the commission will determine whether to conduct further proceedings concerning the joint application. The commission may identify issues raised by the joint application and comments and establish a schedule for addressing those issues, including the submission of evidence by the Applicants, if necessary, and briefing and oral argument. The commission may conduct a public hearing. Interested persons who file comments are not entitled to participate as intervenors in the public hearing.

Persons with questions about this docket or who wish to comment on the application should contact the Public Utility Commission of Texas, 1701 North Congress Avenue, P. O. Box 13326, Austin, Texas 78711-3326. You may call the Public Utility Commission Office of Customer Protection at (512) 936-7120. Hearing and speech-impaired individuals with text telephones (TTY) may contact the commission at (512) 936-7136. All correspondence should refer to Docket Number 17748.

Issued in Austin, Texas, on August 7, 1997.

TRD-9710332
Rhonda Dempsey
Rules Coordinator

Public Utility Commission of Texas
Filed: August 7, 1997

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Public Notice of Interconnection Agreement

On July 29, 1997, Sprint Spectrum, L.P. (Sprint Spectrum) and GTE Southwest, Inc. (GTE-SW) collectively referred to as Applicants, filed a joint application for approval of an interconnection agreement under the Federal Telecommunications Act of 1996 (FTA) (47 United States Code §§151 et. seq.) and the Public Utility Regulatory Act of 1995 (PURA) (Texas Revised Civil Statutes Annotated article 1446c-0, Vernon 1997). The joint application has been designated Docket Number 17742. The joint application and the underlying interconnection agreement are available for public inspection at the commission's offices in Austin, Texas.

The FTA authorizes the commission to review and approve any interconnection agreement adopted by negotiation of the parties. Pursuant to FTA §252(e)(2) the commission may reject any agreement if it finds that the agreement discriminates against a telecommunications carrier not a party to the agreement, or that implementation of the agreement, or any portion thereof, is not consistent with the public interest, convenience, and necessity. Additionally, under FTA §252(e)(3), the commission may establish or enforce other requirements of state law in its review of the agreement, including requiring compliance with intrastate telecommunications service quality standards or requirements. The commission must act to approve the agreement within 90 days after it is submitted by the parties.

The commission finds that additional public comment should be allowed before the commission issues a final decision approving or rejecting the interconnection agreement. Any interested person may file written comments on the joint application by filing 13 copies of the comments with the commission's filing clerk. Additionally, a copy of the comments should be served on each of the Applicants. The comments should specifically refer to Docket Number 17742. As a part of the comments, an interested person may request that a public hearing be conducted. The comments, including any request for public hearing, shall be filed by September 11, 1997, and shall include:

- 1) a detailed statement of the person's interests in the agreement, including a description of how approval of the agreement may adversely affect those interests;
- 2) specific allegations that the agreement, or some portion thereof:
 - a) discriminates against a telecommunications carrier that is not a party to the agreement; or
 - b) is not consistent with the public interest, convenience, and necessity; or
 - c) is not consistent with other requirements of state law; and
- 3) the specific facts upon which the allegations are based.

After reviewing any comments, the commission will determine whether to conduct further proceedings concerning the joint application. The commission may identify issues raised by the joint application and comments and establish a schedule for addressing those issues, including the submission of evidence by the Applicants, if necessary, and briefing and oral argument. The commission may conduct a public hearing. Interested persons who file comments are not entitled to participate as intervenors in the public hearing.

Persons with questions about this docket or who wish to comment on the application should contact the Public Utility Commission of Texas, 1701 North Congress Avenue, P. O. Box 13326, Austin, Texas 78711-3326. You may call the Public Utility Commission Office of Customer Protection at (512) 936-7120. Hearing and speech-impaired individuals with text telephones (TTY) may contact the commission at (512) 936-7136. All correspondence should refer to Docket Number 17742.

Issued in Austin, Texas, on August 7, 1997.

TRD-9710331

Rhonda Dempsey

Rules Coordinator

Public Utility Commission of Texas

Filed: August 7, 1997



On August 1, 1997, Southwestern Bell Telephone Company (SWB) and Austin Bestline Company (ABC) collectively referred to as Applicants, filed a joint application for approval of an interconnection agreement under the Federal Telecommunications Act of 1996 (FTA) (47 United States Code §§151 et. seq.) and the Public Utility Regulatory Act of 1995 (PURA) (Texas Revised Civil Statutes Annotated article 1446c-0, Vernon 1997). The joint application has been designated Docket Number 17754. The joint application and the interconnection agreement are available for public inspection at the commission's offices in Austin, Texas.

The FTA authorizes the commission to review and approve any interconnection agreement adopted by negotiation of the parties. Pursuant to FTA §252(e)(2) the commission may reject any agreement if it finds that the agreement discriminates against a telecommunications carrier not a party to the agreement, or that implementation of the agreement, or any portion thereof, is not consistent with the public interest, convenience, and necessity. Additionally, under FTA §252(e)(3), the commission may establish or enforce other requirements of state law in its review of the agreement, including requiring compliance with intrastate telecommunications service quality standards or requirements. The commission must act to approve the agreement within 90 days after it is submitted by the parties.

The commission finds that additional public comment should be allowed before the commission issues a final decision approving or rejecting the interconnection agreement. Any interested person may file written comments on the joint application by filing 13 copies of the comments with the commission's filing clerk. Additionally, a copy of the comments should be served on each of the Applicants. The comments should specifically refer to Docket Number 17754. As a part of the comments, an interested person may request that a public hearing be conducted. The comments, including any request for public hearing, shall be filed by September 12, 1997, and shall include:

- 1) a detailed statement of the person's interests in the agreement, including a description of how approval of the agreement may adversely affect those interests;
- 2) specific allegations that the agreement, or some portion thereof:
 - a) discriminates against a telecommunications carrier that is not a party to the agreement; or
 - b) is not consistent with the public interest, convenience, and necessity; or

c) is not consistent with other requirements of state law; and

3) the specific facts upon which the allegations are based.

After reviewing any comments, the commission will determine whether to conduct further proceedings concerning the joint application. The commission may identify issues raised by the joint application and comments and establish a schedule for addressing those issues, including the submission of evidence by the Applicants, if necessary, and briefing and oral argument. The commission may conduct a public hearing. Interested persons who file comments are not entitled to participate as intervenors in the public hearing.

Persons with questions about this docket or who wish to comment on the application should contact the Public Utility Commission of Texas, 1701 North Congress Avenue, P. O. Box 13326, Austin, Texas 78711-3326. You may call the Public Utility Commission Office of Customer Protection at (512) 936-7120. Hearing and speech-impaired individuals with text telephones (TTY) may contact the commission at (512) 936-7136. All correspondence should refer to Docket Number 17754.

Issued in Austin, Texas, on August 7, 1997.

TRD-9710333

Rhonda Dempsey

Rules Coordinator

Public Utility Commission of Texas

Filed: August 7, 1997



Workshop Announcement for Project Number 17068 - Rule-making on Service Reclassification

The staff of the Public Utility Commission of Texas (PUC) invites parties to attend a staff workshop on Friday, August 22, 1997. The workshop is designed to seek substantive ideas from interested parties regarding the staff's analysis of issues involved in service reclassification. The workshop will convene at 9:00 a.m. in the commissioners' hearing room, 7th Floor, William B. Travis Building, 1701 North Congress Avenue, Austin, Texas, 78701. Parties should be prepared to provide substantive feedback on a staff report that will be available to parties on August 15, 1997.

The project service list will be compiled from the list of attendees at the commission's initial workshop on May 19, 1997. Interested parties who wish to be added to or removed from the project service list should submit written requests to Anita L. Fourcard in the Office of Policy Development, Public Utility Commission of Texas, P.O. Box 13326, Austin, Texas 78711-3326 and reference Project Number 17068.

If you need more information on the workshop, contact Anita L. Fourcard at (512) 936-7247. Hearing and speech-impaired individuals with text telephone (TTY) may contact the commission at (512) 936-7136.

Issued in Austin, Texas, on August 8, 1997.

TRD-9710374

Rhonda Dempsey

Rules Coordinator

Public Utility Commission of Texas

Filed: August 8, 1997

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The Texas A&M University System

Request for Information: Texas Intellectual Property Practitioners

The Texas A&M University System is soliciting responses to Request for Information (RFI), to prequalify firms to provide patent and other intellectual property legal services to The System. Services shall be rendered during the biennium, September 1, 1997 - August 31, 1999. To obtain a copy of the RFI, please forward a written request to Charlotte E. Ferrata-Atomanczyk, Program Coordinator, TAMUS Technology Licensing Office, 310 WERC Building, College Station, Texas 77843-3369, (409) 847-8682; (fax) (409) 845-1402.

Issued in Austin, Texas, on August 5, 1997.

TRD-9710360

Vickie Burt

Executive Secretary to the Board

The Texas A&M University System

Filed: August 8, 1997

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Texas Department of Transportation

Notice of Invitation

Notice of Invitation: The Bryan District of the Texas Department of Transportation (TxDOT) intends to engage an engineer, pursuant to Government Code, Chapter 2254, Subchapter A, and 43 TAC §9.30-9.40, to provide the following services. To qualify for contract award a selected engineer must perform a minimum of 30% of the actual contract work.

Contract Number 17-745P5003: Engineering services required for the development of plans, specifications and estimates for various bridge replacement projects and roadway rehabilitation projects; traffic studies; drainage studies.

Deadline: A letter of interest notifying TxDOT of the provider's intent to submit a proposal will be accepted by fax at (409) 778-9702, or by hand/mail delivery to TxDOT, Bryan District, Attention: Don Werth, P.E., 1300 North Texas Avenue, Bryan, Texas 77803. Letters of interest will be received until 5:00 p.m. on Monday, September 8, 1997. The letter of interest must include the engineer's firm name, address, telephone number, fax number, name of engineer's contact person and refer to TxDOT Contract Number 17-745P5003. Upon receipt of the letter of interest, a Request for Proposal packet will be issued. (Note: The letters of interest, either by mail/hand delivery or fax, will be required to receive the Request for Proposal packet. The letter of interest is required in order to receive a request for proposal packet and in order for a prime provider to submit a proposal.)

Proposal Submittal Deadline: Proposals for Contract Number 17-745P5002 will be accepted until 5:00 p.m. on Monday, September 29, 1997, at the previously mentioned TxDOT, Bryan District address.

Agency Contact: Requests for additional information regarding this notice of invitation should be addressed to Don Werth, P.E. at (409) 778-9765 or fax (409) 778-9702.

Issued in Austin, Texas, on August 11, 1997.

TRD-9710411

Robert E. Shaddock

General Counsel

Texas Department of Transportation

Filed: August 11, 1997

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Notice of Invitation: The General Services Division of the Texas Department of Transportation (TxDOT) intends to engage a professional architect, pursuant to Government Code, Chapter 2254, Subchapter A, and 43 TAC §9.30-9.40, to provide the following services. The architect selected must perform a minimum of 30% of the actual contract work. to qualify for contract award.

RFP Number: 44-8RFP8003: The Texas Department of Transportation (TxDOT) is seeking a professional architectural firm to design a new District Headquarters Complex including a new Area Engineering and Maintenance Facility in Childress, Childress County, Texas. The fee will be based on the projected \$6 million construction cost for this project. Major buildings/structures for this complex will include administrative offices, a testing laboratory, a radio and traffic signal repair shop, a warehouse, an equipment maintenance shop, an equipment/material covered storage building and a covered fueling station.

This project will consist of the following parts: Site master planning, design and construction of all buildings, structures, site appurtenances and utilities. Included in the facility design should be all required structural, electrical and mechanical design including telecommunications.

Services to be provided will include: Preparation of preliminary plans, specifications and cost estimate. Preparation of bid documents, construction drawings, specifications and a detailed cost estimate. Site visits for construction administration and periodic and final inspections.

Deadline: A letter of interest notifying TxDOT of the provider's intent to submit a proposal will be accepted by fax at (512) 416-3080, or by hand delivery to TxDOT, Facilities Management Section, General Services Division, 150 E. Riverside, Suite 406N, Austin, Texas, or by mail addressed to Facilities Management Section, General Services Division, 125 E. 11th St., Austin, Texas 78701. Letters of interest will be received until 5:00 p.m. on Friday, August 29, 1997. The letter of interest must include the architect's firm name, address, telephone number, fax number, name of architect's contact person and a reference to TxDOT RFP 44-8RFP8003. A Request for Proposal packet will be issued upon receipt of a letter of interest. (Note: Written requests by fax, mail, or hand delivery will be required to receive Request for Proposal packet. TxDOT will not issue Request for Proposal packet without receipt of letter of interest.)

Proposal Submittal Deadline: Proposals for RFP 44-8RFP8003 will be accepted until 5:00 p.m. on Friday, September 12, 1997, at the previously mentioned TxDOT, Facilities Management, General Services address.

Agency Contact: Requests for additional information regarding this notice of invitation should be addressed to Ralph Hanson, TxDOT Regional Facility Manager at (512) 416-3052 or Fax (512) 416-3080.

Issued in Austin, Texas, on August 11, 1997.

TRD-9710413

Robert E. Shaddock



Notice of Invitation: The San Antonio District of the Texas Department of Transportation (TxDOT) intends to engage an engineer, pursuant to Government Code, Chapter 2254, Subchapter A, and 43 TAC §9.30-9.40, to provide the following services. To qualify for contract award a selected engineer must perform a minimum of 30% of the actual contract work.

Contract Number 15-845P5001: The provider will perform general engineering services necessary to prepare construction documents (plans, specifications & estimates) to construct a 4-lane divided highway on Wurzbach Parkway from FM 1535 to Vista Del Norte. Scope of work to be performed by the provider will include but is not limited to the following: minor roadway design, major bridge design, illumination, signalization, hydrologic studies, basic hydraulic design, and bridge scour evaluations and analysis.

Deadline: A letter of interest notifying TxDOT of the provider's intent to submit a proposal will be accepted by fax at (210) 615-6295, or by hand delivery to TxDOT, San Antonio District Office, Attention: Judy Friesenhahn, P.E., 4615 NW Loop 410, San Antonio, Texas 78229, or by mail addressed to TxDOT, San Antonio District Office, Attention: Judy Friesenhahn, P.E., P.O. Box 29928, San Antonio, Texas 78284-3601. Letters of interest will be received until 5:00 p.m. on Friday, September 26, 1997. The letter of interest must include the engineer's firm name, address, telephone number, fax number, name of engineer's contact person and refer to Contract Number 15-845P5001. (Note: The letters of interest, either by mail/hand delivery or fax, will be required to receive the Request for Proposal packet that will be handed out at the mandatory preproposal meeting. The letter of interest is required in order to receive a request for proposal packet and in order for a prime provider to submit a proposal.)

Preproposal Meeting: A mandatory preproposal meeting will be held on Tuesday, September 30, 1997, at the Texas Department of Transportation (Building 2 Conference Room), located at 4615 NW Loop 410 in San Antonio, beginning at 8:30 a.m. (TxDOT will not accept a proposal from an engineer who has failed for any reason to attend the mandatory preproposal meeting).

Persons with disabilities who plan to attend this meeting and who may need auxiliary aids or services such as interpreters for persons who are deaf or hearing impaired, readers, large print or braille, are requested to contact Judy Friesenhahn, P.E., at (210) 615-5814 at least two work days prior to the meeting so that appropriate arrangements can be made.

Proposal Submittal Deadline: Proposals for contract number 15-845P5001 will be accepted until 5:00 p.m. on Monday, October 27, 1997, at the previously mentioned TxDOT, San Antonio District Office address.

Agency Contact: Requests for additional information regarding this notice of invitation should be addressed to Judy Friesenhahn, P.E. at (210) 615-5814 or fax (210) 615-6295.

Contract Number 15-845P5002: The provider will perform general engineering services necessary to prepare construction documents (plans, specifications & estimates) for a highway reconstruction

project planned on IH 410 from Honeysuckle to Blanco. Scope of work to be performed by the provider will include, but is not limited to the following: minor bridge design, major bridge design, basic hydraulic design, complex hydraulic design, major roadway design, design survey, illumination, and signing, pavement marking and channelization.

Deadline: A letter of interest notifying TxDOT of the provider's intent to submit a proposal will be accepted by fax at (210) 615-6295, or by hand delivery to TxDOT, San Antonio District Office, Attention: Judy Friesenhahn, P.E., 4615 NW Loop 410, San Antonio, Texas 78229, P.E., or by mail addressed to TxDOT, San Antonio District Office, Attention: Judy Friesenhahn, P.E., P.O. Box 29928, San Antonio, Texas 78284-3601. Letters of interest will be received until 5:00 p.m. on Friday, September 26, 1997. The letter of interest must include the engineer's firm name, address, telephone number, fax number, name of engineer's contact person and refer to Contract Number 15-845P5002. (Note: The letters of interest, either by mail/hand delivery or fax, will be required to receive the Request for Proposal packet that will be handed out at the mandatory preproposal meeting. The letter of interest is required in order to receive a request for proposal packet and in order for a prime provider to submit a proposal.)

Preproposal Meeting: A mandatory preproposal meeting will be held on Tuesday, September 30, 1997, at the Texas Department of Transportation (Building 2 Conference Room), located at 4615 NW Loop 410 in San Antonio, beginning at 10:30 a.m. (TxDOT will not accept a proposal from an engineer who has failed for any reason to attend the mandatory preproposal meeting).

Persons with disabilities who plan to attend this meeting and who may need auxiliary aids or services such as interpreters for persons who are deaf or hearing impaired, readers, large print or braille, are requested to contact Judy Friesenhahn, P.E., at (210) 615-5814 at least two work days prior to the meeting so that appropriate arrangements can be made.

Proposal Submittal Deadline: Proposals for contract number 15-845P5002 will be accepted until 5:00 p.m. on Monday, October 20, 1997, at the previously mentioned TxDOT, San Antonio District Office address.

Agency Contact: Requests for additional information regarding this notice of invitation should be addressed to Judy Friesenhahn, P.E. at (210) 615-5814 or fax (210) 615-6295.

Contract Number 15-845P5003, 15-845P5004, 15-845P5005, 15-845P5006, 15-845P5007, and 15-845P5008: The provider will perform general engineering services necessary to prepare construction documents (plans, specifications & estimates) for various small projects in both rural and urban settings in the San Antonio District of the Texas Department of Transportation. Scope of work to be performed by the provider might include, but is not limited to the following: simple environmental documents, non-freeway schematics, non-freeway roadway and bridge design, hydrologic and hydraulic design, traffic signal design, survey and geotechnical data collection necessary to support the design process, and traffic engineering/operation studies.

Deadline: A letter of interest notifying TxDOT of the provider's intent to submit a proposal will be accepted by fax at (210) 615-6295, or by hand delivery to TxDOT, San Antonio District Office, Attention: Judy Friesenhahn, P.E., 4615 NW Loop 410, San Antonio,

Texas 78229, or by mail addressed to TxDOT, San Antonio District Office, Attention: Judy Friesenhahn, P.E., P.O. Box 29928, San Antonio, Texas 78284-3601. Letters of interest will be received until 5:00 p.m. on Friday, September 26, 1997. The letter of interest must include the engineer's firm name, address, telephone number, fax number, name of engineer's contact person and refer to Contract Number 15-845P5003, 15-845P5004, 15-845P5005, 15-845P5006, 15-845P5007, and/or 15-845P5008. (Note: The letters of interest, either by mail/hand delivery or fax, will be required to receive the Request for Proposal packet that will be handed out at the mandatory preproposal meeting. The letter of interest is required in order to receive a request for proposal packet and in order for a prime provider to submit a proposal.)

Preproposal Meeting: A mandatory preproposal meeting will be held on Tuesday, September 30, 1997, at the Texas Department of Transportation (Building 2 Conference Room), located at 4615 NW Loop 410 in San Antonio, beginning at 1:15 p.m. (TxDOT will not accept a proposal from an engineer who has failed for any reason to attend the mandatory preproposal meeting).

Persons with disabilities who plan to attend this meeting and who may need auxiliary aids or services such as interpreters for persons who are deaf or hearing impaired, readers, large print or braille, are requested to contact Judy Friesenhahn, P.E., at (210) 615-5814 at least two work days prior to the meeting so that appropriate arrangements can be made.

Proposal Submittal Deadline: Proposals for contract number 15-845P5002 will be accepted until 5:00 p.m. on Monday, November 3, 1997, at the previously mentioned TxDOT, San Antonio District Office address.

Agency Contact: Requests for additional information regarding this notice of invitation should be addressed to Judy Friesenhahn, P.E. at (210) 615-5814 or fax (210) 615-6295.

Issued in Austin, Texas, on August 11, 1997.

TRD-9710412
Robert E. Shaddock
General Counsel
Texas Department of Transportation
Filed: August 11, 1997



Notice of Invitation: The Lufkin District Office of the Texas Department of Transportation (TxDOT) intends to engage an engineer, pursuant to Government Code, Chapter 2254, Subchapter A, and 43 TAC §9.30-9.40, to provide the following services. To qualify for contract award, a selected engineer must perform a minimum of 30% of the actual contract work.

Contract Number 11-845P5003: To conduct preliminary engineering and design services consisting of a feasibility study, traffic noise

analysis, air quality analysis, wetland delineation, protected species coordination, historic structures survey, archeological surveys, socio-economic and environmental justice analyses, hazardous materials assessment, environmental document preparation, schematic design for major and minor roadways, major bridge layouts, major roadway design, minor bridge design, hydrologic studies, basic hydraulic design, soil exploration, geotechnical testing, transportation foundation studies, right of way surveys, design surveys, aerial mapping and horizontal and vertical control for aerial mapping. The project limits are US Highway 59 from FM 1127 in San Jacinto County to 0.5 miles south of the City of Shepherd south city limits.

Deadline: A letter of interest notifying TxDOT of the provider's intent to submit a proposal will be accepted by fax at (409) 633-4374, or by hand/mail delivery to TxDOT, Lufkin District Office, Attention: Tina L. Walker, P.E., 1805 North Timberland Drive, Lufkin, Texas 75901. Letters of interest will be received until 5:00 p.m. on Friday, August 29, 1997. The letter of interest must include the engineer's firm name, address, telephone number, fax number, name of engineer's contact person and refer to Contract Number 11-845P5003. Upon receipt of the letter of interest, a Request for Proposal packet will be issued. (Note: The letters of interest, either by mail/hand delivery or fax, will be required to receive the Request for Proposal packet. The letter of interest is required in order to receive a request for proposal packet and in order for a prime provider to submit a proposal.)

Preproposal Meeting: A preproposal meeting will be held on Wednesday, September 3, 1997, at the Park Inn, US 59 South, in Livingston, Texas at 1:30 p.m. (TxDOT will not accept a proposal from an engineer who has failed for any reason to attend the mandatory preproposal meeting.)

Proposal Submittal Deadline: Proposals for Contract Number 11-845P5003 will be accepted until 5:00 p.m. on Friday, September 19, 1997, at the previously mentioned TxDOT, Lufkin District Office address.

Agency Contact: Requests for additional information regarding this notice of invitation should be addressed to Tina L. Walker, P.E. at (409) 633-4329 or fax (409) 633-4374.

Issued in Austin, Texas, on August 11, 1997.

TRD-9710410
Robert E. Shaddock
General Counsel
Texas Department of Transportation
Filed: August 11, 1997



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