

§113.11. Social Studies, Kindergarten, Beginning with School Year 2011-2012.

(b) Knowledge and skills.

(1) History. The student understands that holidays are celebrations of special events. The student is expected to:

(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:

(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation; and

(B) identify contributions of patriots and good citizens 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, last, yesterday, today, and tomorrow.

(6) Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:

(A) identify basic human needs of food, clothing, and shelter;

(B) explain the difference between needs and wants; and

(C) explain how basic human needs can be met such as through self-producing, purchasing, and trading.

(10) Citizenship. The student understands important symbols, customs, and responsibilities 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;

(D) use 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 similarities and differences among people such as kinship, laws, and religion; and

(B) identify similarities and differences among people such as music, clothing, and food.

(12) Culture. The student understands the importance of family customs and traditions. The student is expected to:

(A) describe and explain the importance of family customs and traditions; and

(B) compare family customs and traditions.

(15) 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.

§110.2. English Language Arts and Reading, Kindergarten, Adopted 2017.

(b) Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) listen actively and ask questions to understand information and answer questions using multi-word responses;

(B) restate and follow oral directions that involve a short, related sequence of actions;

(C) share information and ideas by speaking audibly and clearly using the conventions of language;

(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and

(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.

§117.102. Art, Kindergarten, Adopted 2013.

(b) Knowledge and skills.

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:

(A) gather information from subjects in the environment using the senses; and

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

(A) create artworks using a variety of lines, shapes, colors, textures, and forms;

(B) arrange components intuitively to create artworks; and

(C) use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, constructing artworks, and sculpting, including modeled forms.

(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

(C) identify the uses of art in everyday life; and

(D) relate visual art concepts to other disciplines.

§117.103. Music, Kindergarten, Adopted 2013.

(b) Knowledge and skills.

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

(D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and

(E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation.

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

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

(D) perform simple partwork, including beat versus rhythm; and

(E) perform music using louder/softer and faster/slower.

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

(A) sing songs and play musical games, including rhymes, folk music, and seasonal music; and

(B) identify simple interdisciplinary concepts related to music.