

## Chapter 74. Curriculum Requirements

### Subchapter A. Required Curriculum

*Statutory Authority: The provisions of this Subchapter A issued under Texas Education Code, §§7.102, 28.002, 28.023, 28.025, 28.054, and 38.003, unless otherwise noted.*

#### §74.1. Essential Knowledge and Skills.

- (a) A school district that offers kindergarten through Grade 12 must offer the following as a required curriculum:
- (1) a foundation curriculum that includes:
    - (A) English language arts;
    - (B) mathematics;
    - (C) science; and
    - (D) social studies, consisting of Texas, United States and world history, government, geography, and economics, with emphasis on the free enterprise system and its benefits; and
  - (2) an enrichment curriculum that includes:
    - (A) to the extent possible, languages other than English;
    - (B) health, with emphasis on:
      - (i) physical health, including the importance of proper nutrition and exercise;
      - (ii) mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making; and
      - (iii) suicide prevention, including recognizing suicide-related risk factors and warning signs;
    - (C) physical education;
    - (D) fine arts;
    - (E) career and technical education;
    - (F) technology applications;
    - (G) religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and
    - (H) personal financial literacy.
- (b) A school district must provide instruction in the essential knowledge and skills of the appropriate grade levels in the foundation and enrichment curriculum as specified in paragraphs (1)-(12) of this subsection. A school district may add elements at its discretion but must not delete or omit instruction in the foundation and enrichment curriculum specified in subsection (a) of this section.
- (1) Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading).
  - (2) Chapter 111 of this title (relating to Texas Essential Knowledge and Skills for Mathematics).
  - (3) Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science).
  - (4) Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies).

- (5) Chapter 114 of this title (relating to Texas Essential Knowledge and Skills for Languages Other Than English).
- (6) Chapter 115 of this title (relating to Texas Essential Knowledge and Skills for Health Education).
- (7) Chapter 116 of this title (relating to Texas Essential Knowledge and Skills for Physical

**§74.2. Description of a Required Elementary Curriculum.**

- (a) A school district that offers kindergarten through Grade 5 must provide instruction in the required curriculum as specified in §74.1 of this title (relating to Essential Knowledge and Skills). The district must ensure that sufficient time is provided for teachers to teach and for students to learn English language arts and reading, mathematics, science, social studies, fine arts, health, physical education, technology

**§74.3. Description of a Required Secondary Curriculum.**

- (F) fine arts--courses selected from at least two of the four fine arts areas (art, music, theatre, and dance)--Art I, II, III, IV; Music I, II, III, IV; Theatre I, II, III, IV; or Dance I, II, III, IV;
  - (G) career and technical education-- three or more career and technical education courses for four or more credits with at least one advanced course aligned with a specified number of Texas Education Agency-designated programs of study determined by enrollment as follows:
    - (i) one program of study for a district with fewer than 500 students enrolled in high school;
    - (ii) two programs of study for a district with 501-1,000 students enrolled in high school;
    - (iii) three programs of study for a district with 1,001-2,000 students enrolled in high school;
    - (iv) four programs of study for a district with 1,001-5,000 students enrolled in high school;
    - (v) five programs of study for a district with 5,001-10,000 students enrolled in high school; and
    - (vi) six programs of study for a district with more than 10,000 students enrolled in high school.
  - (H) languages other than English--Levels I, II, and III or higher of the same language;
  - (I) computer science--one course selected from Fundamentals of Computer Science, Computer Science I, or Advanced Placement (AP) Computer Science Principles; and
  - (J) speech--Communication Applications.
- (3) Districts may offer additional courses from the complete list of courses approved by the State Board of Education to satisfy graduation requirements as referenced in this chapter.
- (4) The school district must provide each student the opportunity to participate in all courses listed in subsection (b)(2) of this section. The district must provide students the opportunity each year to select courses in which they intend to participate from a list that includes all courses required to be offered in subsection (b)(2) of this section. If the school district will not offer the required courses every year, but intends to offer particular courses only every other year, it must notify all enrolled students of that fact. A school district must teach a course that is specifically required for high

**Required Curriculum**

**§74.A.**

*TexReg 9198; amended to be effective April 21, 2010, 35 TexReg 3028; amended to be effective May 30, 2012, 37 TexReg 3808; amended to be effective June 18, 2014, 39 TexReg 4652; amended to be effective August 24, 2015, 40 TexReg 5328; amended to be effective October 23, 2016, 41 TexReg 8196; amended to be effective October 25, 2020, 45 TexReg 7421; amended to be effective August 1, 2022, 47 TexReg 4501.*

**§74.4. English Language Proficiency Standards.**

- (a) Introduction.
  - (1)





(3) Cross-

- (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;
  - (E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;
  - (F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;
  - (G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;
  - (H) read silently with increasing ease and comprehension for longer periods;
  - (I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;
  - (J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and
  - (K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.
- (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:
- (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;
  - (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;
  - (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;
  - (D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;
  - (E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
    - (i) using correct verbs, tenses, and pronouns/antecedents;
    - (ii) using possessive case (apostrophe *s*) correctly; and
    - (iii) using negatives and contractions correctly;

- (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and
  - (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
- (d) Proficiency level descriptors.
- (1) Listening, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. The following proficiency level descriptors for listening are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.
    - (A)

- (i) understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used;
  - (ii) understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions; and
  - (iii) rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.
- (2) Speaking, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. The following proficiency level descriptors for speaking are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.
- (A) Beginning. Beginning ELLs have little or no ability to speak English in academic and social settings. These students:
    - (i) mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate;
    - (ii) speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts;
    - (iii) lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material;
    - (iv) exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material; and
    - (v) typically use pronunciation that significantly inhibits communication.
  - (B) Intermediate. Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings. These students:
    - (i) are able to express simple, original messages, (m)4.6 (5c)-1.1 (a)-1.1he60rtmporim4.6 (s)00.5 es (n



- (iii) have difficulty decoding most grade-appropriate English text because they:
  - (I) understand the meaning of very few words in English; and
  - (II) struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English.
- (B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational reading skills. These students:
  - (i) demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include:
    - (I) predictable story lines;
    - (II) highly familiar topics;
    - (III) primarily high-frequency, concrete vocabulary;
    - (IV) short, simple sentences; and
    - (V) visual and linguistic supports;
  - (ii) regularly recognize and understand common environmental print in English such as signs, labeled items, names of peers, logos; and
  - (iii) have difficulty decoding grade-appropriate English text because they:
    - (I) understand the meaning of only those English words they hear frequently; and
    - (II) struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English.
- (C) Advanced. Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills. These students:
  - (i) demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning;
  - (ii) recognize some basic English vocabulary and high-frequency words in isolated print; and
  - (iii) with second language acquisition support, are able to decode most grade-appropriate English text because they:
    - (I) understand the meaning of most grade-appropriate English words; and
    - (II) have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English.
- (D) Advanced high. Advanced high ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills. These students:
  - (i) demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English;
  - (ii) with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers; and

- (iii) with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers.
- (4) Reading, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.
  - (A) Beginning. Beginning ELLs have little or no ability to read and understand English used in academic and social contexts. These students:
    - (i) read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes:
      - (I) environmental print;
      - (II) some very high-frequency words; and
      - (III) concrete words that can be represented se pr1.6 (g)2 (h(r)-3.3(e)5.8 u)2.6 (oece)5.9 (en)-4





- (iii) cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced and/or memorized; and
  - (iv) may demonstrate little or no awareness of English print conventions.
- (B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational writing skills. These students:
- (i) know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English;
  - (ii) can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English;
  - (iii) express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple,

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**§74.5. Academic Achievement Record (Transcript).**

- (a) The commissioner of education shall develop and distribute to each school district and institution of higher education the state guidelines for a common academic achievement record and coding system for courses and instructions for recording information on the academic achievement record. Each school district must use the coding system provided by the commissioner.



