Texas Essential Knowledge and Skills for Grade 4

§110.6. English Language Arts and Reading, Grade 4, Adopted 2017.

(a) Introduction.

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

(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of

comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficie

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

(vi) identifying and reading high-

(iv) adjectives, including their comparative and superlative forms;

(v) adverbs that convey frequency and adverbs that convey degree;

(vi) prepositions and prepositional phrases;

(vii) pronouns, including reflexive;

(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;

(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;

(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and

(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and

(E) publish written work for appropriate audiences.

(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft;

(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.2 (r)-2 (522 0 s)-13.3 (i(d)12. (r)-2 (a011 Tw 3.793.6 (ng)-11 ( )u5g

Tw 1.326 0 Td (r)-3.9 sm

§111.6. Mathematics, Grade 4, Adopted 2012.

(a) Introduction.

(1) The desire to achieve educational excellence is the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on computational thinking, mathematical fluency, and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century.

(2) The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, algorithms, paper and pencil, and technology and techniques such as mental math, estimation, number sense, and generalization and abstraction to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, computer programs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

(3) For students to become fluent in mathematics, students must develop a robust sense of number. The National Research Council's report, "Adding It Up," defines procedural fluency as "skill in carrying out procedures flexibly, accurately, efficiently, and appropriately." As students develop procedural fluency, they must also realize that true problem solving may take time, effort, and persevera.04 -0 04 126 3(t)-2.6 (o)2 (b)12.9 (eco)12.8 (m)-2.6), e(r)-3.9 (s)8.6 .7 (ha)9.3 (t)-4.6 ( )shat, "ee(r)

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(A) apply mathematics to problems arising in everyday life, society, and the workplace;

(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

(E) create and use representations to organize, record, and communicate mathematical ideas;

(F) analyze mathematical relationships to connect and communicate mathematical ideas; and

(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

(2) Number and operations. The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value. The student is expected to:

(A) interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left;

(B) represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals;

d order whole numbers to 1,000,000,000 and represent comparisons using the

(D) round whole numberepa ato(a)-1.7 plali(n)10.8 vand duechroug(r)-4 (o c)-1.6h(c)-1.7 h.7 resd(t)-4.6

(E) represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations;

(F) evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole; and

(G) represent fractions and decimals to the tenths or hundredths as distances from zero on a number line.

(4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy. The student is expected to:

(A) add and subtract whole numbers and decimals to the hundredths place using the standard algorithm;

(B) determine products of a number and 10 or 100 using properties of operations and place

(A) identify points, lines, line segments, rays, angles, and perpendicular and parallel lines;

(B) identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure;

(C)

(E) describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending.

(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations, following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:

(A) demonstrate safe practices and the use of safety equipment as described in Texas Education Agency-approved safety standards during classroom and outdoor investigations using safety equipment, including safety goggles or chemical splash goggles, as appropriate, and gloves, as appropriate; and

(B) make informed choices in the use and conservation of natural resources and reusing and recycling of materials such as paper, aluminum, glass, cans, and plastic.

(2) Scientific investigation and reasoning. The student uses scientific practices during laboratory and outdoor investigations. The student is expected to:

(A) plan and implement descriptive investigations, including asking well defined questions, making inferences, and selecting and using appropriate equipment or technology to answer his/her questions;

(B) collect and record data by observing and measuring, using the metric system, and using descriptive words and numerals such as labeled drawings, writing, and concept 0.9 (d)12.8 (r)-1..3 (i)-

§113.15. Social Studies, Grade 4, Adopted 2018.

(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 North America. 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, 20th, and 21st centuries. Students conduct a thorough study of regions in Texas and North America resulting from human activity and from physical features. The location, distribution, and patterns of economic activities and settlement in Texas further enhance the concept of regions. Students describe how early American Indians in Texas and North America met their basic economic needs. Students identify motivations for European exploration and colonization and reasons for the establishment of Spanish settlements and missions. Students explain how American Indians governed themselves and identify characteristics of Spanish colonial and Mexican 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 impa6 (e)11.2 (r)-cr9ns a.6 (pa61.7 (s)-2.3 ( )10.8 (t)-4.6 (o 9 (e)-1. (s)-2[(o 9

of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the A

(3) History. The student understands the importance 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 Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto;

(B) summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza;

(C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;

(D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and

(E) explain the events that led to the annexation of Texas to the United States and the impact of the U.S.-Mexican War.

(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 gx(B)

(B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods.

(8) 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, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams;

(B) explain 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, facilitate transportation, and enhance recreational activities; and

(C) compare the positive and negative consequences of human modification of the environment in Texas, past and present.

(9) Economics. The student understands the basic economic activities of early societies in Texas. The student is expected to:

(A) explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting; and

(B) explain the economic activities early settlers to Texas used to meet their needs and wants.

(10) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:

(A) describe how the free enterprise system works, including supply and demand;

(B) identify examples of the benefits of the free enterprise system such as choice and opportunity; and

(C) describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom.

(11) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

(A) identify how people in different regions of Texas earn their living, past and present;

(B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas;

(C) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas; and

(D) explain how developments in transportation and communication have influenced economic activities in Texas.

(12) 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 various American Indian groups such as the Caddo and the Comanche governed themselves; and

(B) compare characteristics of the Spanish colonial government and the early Mexican governments in Texas.

(13) Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:

(A) identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution;

(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution; and

(C) identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).

(14) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:

(A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument;

(B) sing or recite "Texas, Our Texas";

(C) recite and explain the meaning of(C)4 oaan4 o4 on4 o C3.4 (b)5Tc 0 (th)15.9 ((9w 13.598ul (n)1e9k)

(B) summarize the contributions of artists of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.

(18) 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, Michael DeBakey, and Millie Hughes-Fulford and their contributions; and

(B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.

(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas;

(B) analyze information by applying absolute and relative chronology through 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; and

(D) identify different points of view about an issue, topic, historical event, or current event.

(20) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and

(B)

T 9 1

§114.4. Languages Other Than English,

(C) The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle. Students apply critical-thinking and decision-making skills to make positive health choices. Students learn about essential nutrients, food groups, portion control, government nutritional recommendations, and the health benefits of being physically active. Students evaluate the connection between physical activity and nutrition and the prevention of chronic diseases.

(D) By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations. Supporting student well-being and providing instruction in digital citizenship, bullying prevention, first aid, and the identification of safe and unsafe situations creates empowered and educated students able to make decisions that keep themselves and others safe. Beginning in Kindergarten and continuing through high school, students gain knowledge and skills to support safety and wellness at school, at home, online, and in the community.

(E) The standards under the alcohol, tobacco, and other drugs strand focus on a number of protective factors that develop empowered students who are able to make better-informed decisions, including understanding the impact of substance use on physical, mental, and social health. Through this strand, students learn key concepts about alcohol, tobacco, and other drugs, including the use, misuse, and physiological effects; short- and long-term impacts on health; treatment; rasMC /P <</MCID 2 >-2.3 (MC da)9.3 (r)-4 (ds (t)-2.6)4.3 (tm) T

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

(7) Students should first seek guidance in the area of health from a parent or legal guardian.

(b) Knowledge and skills.

(1) Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to name, locate, and describe the primary function and major components of the body systems, including the nervous, immune, digestive, and integumentary systems.

(2) Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:

(A) explain the importance of health information and how it can be used;

(B) describe how health care decision making is influenced by external factors such as cost and access;

(C) explain strategies for maintaining personal hygiene and health habits;

(D) distinguish between communicable and noncommunicable illnesses;

(E) explain actions to take when illness occurs, including asthma, diabetes, and epilepsy; and

(F) define vector-borne illnesses and describe how to reduce their risk.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

(A) analyze how thoughts and emotions influence behaviors;

(B) describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger;

(C) discuss and explain how the brain develops during childhood and the role the brain plays in behavior;

aeh8ie

i n bet371e MC /P

(D) identify positive and negative characteristics of social groups;

(E) explain the importance of being a positive role modgie andv(o)15./MC74.6 (v)10.9 (e)-1.7 (ag ha9 (s

(D)sel

in behat nd

(5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:

(A) describe methods for managing concerns related to long-term health conditions for self and others;

(B) differentiate between positive and negative stress;

(C)

student is expected to identify and demonstrate strategies for preventing and responding to injuries.

(11) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to explain the importance of using refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.

(12) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:

(A) identify strategies for avoiding violence, gangs, and weapons;

(B) identify characteristics of gang behavior;

(C) identify strategies that can be used to promote safety in homes, schools, and communities; and

(D) sTJ0.0nt ui6(nde)9.2(d t)f6(n.6 (e)9.7 (nds)-2.32.005 Tc -0.01.7 (a)-1.)-1.6 (nvi)6.2 (r)ho7 (ponsr)-4 (

)

(A)

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

(C) Research shows physical education is important to the development of the whole child

(D) dribble a ball with control alternating feet while changing both speed and direction with a partner;

(E) identify and demonstrate the key elements in kicking patterns, including body position, weight transfer, and follow-through;

(F) demonstrate correct technique in underhand and overhead volleying to a wall, net, or partner;

(G) demonstrate correct technique when striking an object with a hand or short- or long-handled implement with a partner;

(H) jump a self-turned rope using a variety of intermediate skills; and

(I) demonstrate entering and exiting a turned long rope using intermediate jumping skills.

(4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:

(A) demonstrate the appropriate use of open space and closing space during dynamic activities;

(B) demonstrate appropriate use of pathways and levels during dynamic activities and lead-up games; and

(C) apply speed, direction, and force during dynamic activities and lead-up games.

(5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to demonstrate a rhythmic routine with appropriate steps and movement patterns individually or in a group.

(6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:

(A)

(9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:

(A) develop personal fitness goals for health-related fitness; and

(B) track progress and analyze data for health-related fitness activities.

(10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:

(A) examine the relationship between nutrition and optimal physical performance; and

(B) explain the importance of proper hydration before, during, and after physical activity.

(11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:

(A) work independently to select proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities and lead-up games; and

(B) apply correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety.

(12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:

(A) accept and take responsibility for personal actions that affect self and others;

(B) demonstrate respect for differences and similarities in abilities of self and others; and

(C) demonstrate self-

(A) differentiate among types of and participate in moderate to vigorous physical activities for a sustained period of time on a regular basis using technology when available; and

(B) participate in a variety of physical activities in the school and community for personal enjoyment.

---

§117.114. Art, Grade 4, Adopted 2013.

(a) Introduction.

(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading tofact BMC 1 g8

the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered.

(2) Four basic strands--foundations: inquiry and understanding; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students develop a perception of self, human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Through the historical and cultural relevance strand, students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.

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

(b) Knowledge and skills.

(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:

(A) integrate sensory and emotional responses in dramatic play;

(B) develop body awareness and spatial perception using rhythmic and expressive movement;

(C) respond to sound, music, images, language, and literature with voice and movement and participate in dramatic play using actions, sounds, and dialogue;

(D) express emotions and ideas using interpretive movements, sounds, and dialogue;

(E) imitate and synthesize life experiences in dramatic play;

(F) use common objects to represent the setting, enhance characterization, and clarify actions; and

(G) define and demonstrate correct use of basic theatrical terms such as dialogue, character, scene, prop, costumes, setting, and theme.

(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:

(A) demonstrate safe use of the voice and body;

(B) describe characters, their relationships, and their surroundings;

(C) develop characters and assume roles in short improvised scenes using imagination, personal experiences, heritage, literature, and history;

(D) dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings; and

(E) create simple stories collaboratively through imaginative play, improvisations, and story dramatizations, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings.

(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(B) analyze trends and forecast possibilities, developing steps for the creation of an innovative process or product; and

(C) use virtual environments to explore systems and issues.

(2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:

(A) draft, edit, and publish products in different media individually and collaboratively;

(B) use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, web, and print;

(C) collaborate effectively through personal learning communities and social environments;

(D) select and use appropriate collaboration tools;

(E) evaluate the product for relevance to the assignment or task; and

(F)

(E) follow the rules of digital etiquette;

(F) practice safe, legal, and responsible use of information and technology; and

(G) comply withafuseiqueluesacuuigTJ6cetha rleTJth