

Exploring Diversity Visit TEKS Typically Covered

Teachers who bring student groups to participate in an Exploring Diversity visit can expect the following TEKS to be addressed during the gallery lesson. The TEKS are organized by *grade level* and *subject area* into the following areas:

- Character Traits & Personal Skills
- Social Studies
- English Language Arts & Reading
- Fine Arts

** Please note that incorporating writing, research, or art activities with these lessons expands the TEKS that are addressed.*

Kindergarten

Character Traits & Personal Skills §120.3

(c) *Knowledge and skills.*

- (3) Caring. The student understands how personal actions and interpersonal skills demonstrate characteristics of caring. The student is expected to: (A) listen actively when sharing and cooperating with others; (C) explain and identify examples of how actions can demonstrate kindness to others.
- (4) Good citizenship. The student understands how personal actions and responsible decision making can demonstrate good citizenship. The student is expected to: (C) explain what it means to demonstrate respect and courtesy and why it is important to demonstrate respect and courtesy to others.

Social Studies §113.11

(a) *Introduction.*

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

(b) *Knowledge and skills.*

- (10) Culture. The student understands similarities and differences among individuals. The student is expected to identify similarities and differences among individuals such as kinship and religion.
- (11) Culture. The student understands the importance of family traditions. The student is expected to: (A) describe and explain the importance of family traditions; and (B) compare traditions among families.
- (14) Social studies skills. The student communicates in oral and visual forms. The student is expected to: (C) express ideas orally based on knowledge and experiences; and (D) create and interpret visuals, including pictures and maps.

English Language Arts and Reading §110.2

(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; (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.
- (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources; (B) provide an oral, pictorial, or written response to a text; (C) use text evidence to support an appropriate response; (E) interact with sources in meaningful ways such as illustrating or writing.

Fine Arts §117.102

(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 (B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including repetition/pattern and balance, in the environment.
- (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: (A) identify simple subjects expressed in artworks; (B) share ideas about personal experiences such as family and friends and develop awareness and sensitivity to differing experiences and opinions through artwork; (C) identify the uses of art in everyday life; and (D) relate visual art concepts to other disciplines.
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) express ideas about personal artworks or portfolios; (B) express ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers.

Grade 1

Character Traits & Personal Skills §120.3

(c) *Knowledge and skills.*

- (3) Caring. The student understands how personal actions and interpersonal skills demonstrate characteristics of caring. The student is expected to: (A) listen actively when sharing and cooperating with others; (C) explain and identify examples of how actions can demonstrate kindness to others.
- (4) Good citizenship. The student understands how personal actions and responsible decision making can demonstrate good citizenship. The student is expected to: (C) explain what it means to demonstrate respect and courtesy and why it is important to demonstrate respect and courtesy to others.

Social Studies §113.12

(a) *Introduction.*

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

(b) *Knowledge and skills.*

- (14) Culture. The student understands the importance of family and community beliefs, language, and traditions. The student is expected to: (A) describe and explain the importance of beliefs, language and traditions of families and communities.
- (17) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to: (C) express ideas orally based on knowledge and experiences; (D) create and interpret visual and written material.

English Language Arts and Reading §110.3

(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, ask relevant questions to clarify information, and answer questions using multi-word responses; (C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and (E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.
- (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources; (C) use text evidence to support an appropriate response; (E) interact with sources in meaningful ways such as illustrating or writing.

Fine Arts §117.102

(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) identify similarities, differences, and variations among subjects in the environment using the senses; and (B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments.
- (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: (A) identify simple subjects expressed in artworks through different media; (B) demonstrate an understanding that art is created globally by all people throughout time; (C) discuss the use of art in everyday life; and (D) relate visual art concepts to other disciplines.
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (B) identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers.

Grade 2**Character Traits & Personal Skills §120.3**

(c) *Knowledge and skills.*

- (3) Caring. The student understands how personal actions and interpersonal skills demonstrate characteristics of caring. The student is expected to: (A) listen actively when sharing and cooperating with others; (C) explain and identify examples of how actions can demonstrate kindness to others.
- (4) Good citizenship. The student understands how personal actions and responsible decision making can demonstrate good citizenship. The student is expected to: (C) explain what it means to demonstrate respect and courtesy and why it is important to demonstrate respect and courtesy to others.

Social Studies §113.13

(a) *Introduction.*

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

(b) *Knowledge and skills.*

- (16) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (E) express ideas orally based on knowledge and experiences.

English Language Arts and Reading §110.4

(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, ask relevant questions to clarify information, and answer questions using multi-word responses; (C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others;
- (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources; (C) use text evidence to support an appropriate response; (E) interact with sources in meaningful ways such as illustrating or writing.

Fine Arts §117.108

(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) compare and contrast variations in objects and subjects from the environment using the senses; and (B) identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance.
- (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: (A) interpret stories, content, and meanings in a variety of artworks; (B) examine historical and contemporary artworks created by men and women, making connections to various cultures; (C) analyze how art affects everyday life and is connected to jobs in art and design; and (D) relate visual art concepts to other disciplines.
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (B) compare and contrast ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers.

Grade 3**Character Traits & Personal Skills §120.5**

(c) *Knowledge and skills.*

- (3) Caring. The student understands how personal actions and interpersonal skills demonstrate characteristics of caring. The student is expected to: (A) describe how feelings impact decision making and behaviors; (B) identify and practice interpersonal skills, including showing consideration and compassion through listening, sharing, and cooperating with others; (C) define empathy and discuss the connection between empathy and charity.
- (4) Good citizenship. The student understands that personal responsibility and responsible decision making are associated with good citizenship. The student is expected to: (C) demonstrate responsibility and courage when making decisions for the common good of the classroom and community.

Social Studies §113.14

(a) *Introduction.*

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

(b) *Knowledge and skills.*

- (12) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to identify how various writers and artists... and their paintings contribute to the cultural heritage of communities.
- (15) Social studies skills. The student communicates in written, oral and visual forms. The student is expected to: (D) express ideas orally based on knowledge and experiences.

English Language Arts and Reading §110.5

(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, ask relevant questions to clarify information, and make pertinent comments; (C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; (D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and (E) develop social communication such as conversing politely in all situations.
- (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources, including self-selected texts; (C) use text evidence to support an appropriate response; ; (E) interact with sources in meaningful ways such as illustrating or writing.

Fine Arts §117.111

(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) explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art; (B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and (C) discuss the elements of art as building blocks and the principles of design as organizers of works of art.
- (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: (A) identify simple main ideas expressed in artworks from various times and places; (B) compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures; (D) investigate the connections of visual art concepts to other disciplines.
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists; (B) use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums.

Grade 4**Character Traits & Personal Skills §120.5**

(c) *Knowledge and skills.*

- (3) Caring. The student understands how personal actions and interpersonal skills demonstrate characteristics of caring. The student is expected to: (A) describe how feelings impact decision making and behaviors; (B) identify and practice interpersonal skills, including showing consideration and compassion through listening, sharing, and cooperating with others; (C) define empathy and discuss the connection between empathy and charity.
- (4) Good citizenship. The student understands that personal responsibility and responsible decision making are associated with good citizenship. The student is expected to: (C) demonstrate responsibility and courage when making decisions for the common good of the classroom and community.

Social Studies §113.15

(a) *Introduction.*

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

(b) *Knowledge and skills.*

- (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: (D) identify different points of view about an issue, topic, historical event, or current event.
- (21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (B) incorporate main and supporting ideas in verbal and written communication; (C) express ideas orally based on research and experiences.

English Language Arts and Reading §110.6

(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, ask relevant questions to clarify information, and make pertinent comments; (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and (D) work collaboratively with others to develop a plan of shared responsibilities.
- (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources, including self-selected texts; (C) use text evidence to support an appropriate response; (E) interact with sources in meaningful ways such as illustrating or writing.

Fine Arts §117.114

(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) explore and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art; (B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and (C) discuss the elements of art as building blocks and the principles of design as organizers of works of art.
- (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: (A) compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions; (B) compare purpose and content in artworks created by historical and contemporary men and women, making connections to various cultures; (D) investigate connections of visual art concepts to other disciplines.
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of self, peers, and historical and contemporary artists; (B) use methods such as written or oral response or artist statements to identify emotions found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums.

Grade 5**Character Traits & Personal Skills §120.5**

(c) *Knowledge and skills.*

- (3) Caring. The student understands how personal actions and interpersonal skills demonstrate characteristics of caring. The student is expected to: (A) describe how feelings impact decision making and behaviors; (B) identify and practice interpersonal skills, including showing consideration and compassion through listening, sharing, and cooperating with others; (C) define empathy and discuss the connection between empathy and charity.
- (4) Good citizenship. The student understands that personal responsibility and responsible decision making are associated with good citizenship. The student is expected to: (C) demonstrate responsibility and courage when making decisions for the common good of the classroom and community.

Social Studies §113.16

(a) *Introduction.*

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

(b) *Knowledge and skills.*

- (20) Culture. The student understands the relationship between the arts and the times in which they were created. The student is expected to: (B) explain how examples of art, music, and literature reflect the times during which they were created.
- (23) 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: (D) identify different points of view about an issue, topic, historical event, or current event.
- (25) Social Studies Skills. The student communicates in written, oral, and visual forms. The student is expected to: (C) express ideas orally based on research and experiences.

English Language Arts and Reading §110.7

(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 to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments; (C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and (D) work collaboratively with others to develop a plan of shared responsibilities.
- (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources, including self-selected texts; (C) use text evidence to support an appropriate response; (E) interact with sources in meaningful ways such as illustrating or writing.

Fine Arts §117.117

(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) develop and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art; (B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and (C) discuss the elements of art as building blocks and the principles of design as organizers of works of art.
- (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: (A) compare the purpose and effectiveness of artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols; (B) compare the purpose and effectiveness of artworks created by historical and contemporary men and women, making connections to various cultures; (D) investigate connections of visual art concepts to other disciplines.
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) evaluate the elements of art, principles of design, general intent, media and techniques or expressive qualities in artworks of self, peers, or historical and contemporary artists; (B) use methods such as written or oral response or artist statements to identify themes found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums.

Grade 6**Character Traits & Personal Skills §120.7***(c) Knowledge and skills.*

- (3) Caring. The student understands how interpersonal skills and characteristics of caring impact personal relationships. The student is expected to: (A) evaluate one's personal attitudes and mindsets about self and others; (B) discuss how feelings, decision making, personal behaviors and interpersonal skills can influence relationships with others; (C) explain and identify examples of how a person can demonstrate empathy through kindness, charity, generosity, and courtesy.

Social Studies §113.18*(a) Introduction.*

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

(b) Knowledge and skills.

- (1) History. The student understands that historical events influence contemporary events. The student is expected to: (A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade; and (B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.
- (13) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: (C) analyze the experiences and contributions of diverse groups to multicultural societies.
- (16) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to: (B) describe ways in which contemporary issues influence creative expressions; (C) identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.
- (21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (C) express ideas orally based on research and experiences.

English Language Arts and Reading §110.22*(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 to interpret a message, ask clarifying questions, and respond appropriately; (B) follow and give oral instructions that include multiple action steps; (C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and (D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.
- (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources, including self-selected texts; (C) use text evidence to support an appropriate response; (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; (G) discuss and write about the explicit or implicit meanings of text; (I) reflect on and adjust responses as new evidence is presented.

Fine Arts §117.202 Middle School Art I*(c) 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 original artworks. The student is expected to: (A) identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international; (D) discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.
- (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: (A) identify the influence of historical and political events in artworks; (B) identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation; (C) explain the relationships that exist between societies and their art and architecture.
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) create written or oral responses to artwork using appropriate art vocabulary; (B) analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork; (D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and (E) understand and demonstrate proper exhibition etiquette.

Grade 7**Character Traits & Personal Skills §120.7**

(c) *Knowledge and skills.*

- (3) Caring. The student understands how interpersonal skills and characteristics of caring impact personal relationships. The student is expected to: (A) evaluate one's personal attitudes and mindsets about self and others; (B) discuss how feelings, decision making, personal behaviors and interpersonal skills can influence relationships with others; (C) explain and identify examples of how a person can demonstrate empathy through kindness, charity, generosity, and courtesy.

Social Studies §113.19

(a) *Introduction.*

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

(b) *Knowledge and skills.*

- (16) 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, past and present; and (B) describe the importance of free speech and press in a democratic society.
- (22) Social studies skills. The student communicates in written, oral and visual forms. The student is expected to: (C) create written, oral, and visual presentations of social studies information.

English Language Arts and Reading §110.23

(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 to interpret a message and ask clarifying questions that build on others' ideas; (D) engage in meaningful discourse and provide and accept constructive feedback from others.
- (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources, including self-selected texts; (C) use text evidence to support an appropriate response; (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; (G) discuss and write about the explicit or implicit meanings of text; (I) reflect on and adjust responses as new evidence is presented.

Fine Arts §117.203 Middle School Art II

(c) *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 original artworks. The student is expected to: (A) identify and illustrate concepts from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international; (D) understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.
- (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: (A) identify the influence of historical and political events in artworks; (B) identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation; (C) explain the relationships that exist between societies and their art and architecture.
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) create written or oral responses to artwork using appropriate art vocabulary; (B) analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork; (D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and (E) understand and demonstrate proper exhibition etiquette.

Grade 8**Character Traits & Personal Skills §120.7**

(c) *Knowledge and skills.*

- (3) Caring. The student understands how interpersonal skills and characteristics of caring impact personal relationships. The student is expected to: (A) evaluate one's personal attitudes and mindsets about self and others; (B) discuss how feelings, decision making, personal behaviors and interpersonal skills can influence relationships with others; (C) explain and identify examples of how a person can demonstrate empathy through kindness, charity, generosity, and courtesy.

Social Studies §113.20

(a) *Introduction.*

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

(b) *Knowledge and skills.*

- (21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to: (A) identify different points of view of political parties and interest groups on important historical issues.
- (26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: (B) analyze the relationship between the arts and continuity and change in the American way of life.
- (29) Social Studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: (E) support a point of view on a social studies issue or event.
- (30) Social studies skills. The student communicates in written, oral and visual forms. The student is expected to: (C) create written, oral, and visual presentations of social studies information.

English Language Arts and Reading §110.24

(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 to interpret a message by summarizing, asking questions, and making comments; (D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.
- (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources, including self-selected texts; (C) use text evidence to support an appropriate response; (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; (G) discuss and write about the explicit or implicit meanings of text; (I) reflect on and adjust responses as new evidence is presented.

Fine Arts §117.204 Middle School Art III

(c) *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 original artworks. The student is expected to: (A) identify and illustrate concepts from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international; (D) compare and contrast the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.
- (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: (A) analyze the ways in which global, contemporary, historical, and political issues have influenced art; (B) analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy; (C) evaluate the relationships that exist between societies and their art and architecture.
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression; (B) analyze original artworks and portfolios using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork; (D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and (E) understand and demonstrate proper exhibition etiquette.

Grade 9**Character Traits & Personal Skills §120.9**

(c) Knowledge and skills.

- (3) Caring. The student understands how interpersonal skills and characteristics of caring influence society and impact the global community. The student is expected to: (A) evaluate one's personal attitudes and mindsets about self and others; (B) discuss how feelings, decision making, personal behaviors and interpersonal skills can impact professional and social relationships; and (C) identify strategies for how a person can show empathy through one's actions.

Social Studies §113.43 World Geography Studies

(b) Introduction.

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

(c) Knowledge and skills.

- (15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes at 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 at national and international levels; and (B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.
- (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: (E) identify different points of view about an issue or current topic.
- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (B) generate summaries, generalizations, and thesis statements supported by evidence.

English Language Arts and Reading §110.36 English I

(c) 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) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes; (D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
- (5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources, including self-selected texts; (C) use text evidence and original commentary to support a comprehensive response; (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; (G) discuss and write about the explicit or implicit meanings of text; (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; (I) reflect on and adjust responses when valid evidence warrants.

Fine Arts §117.302 High School Art I

(c) 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 original artwork. The student is expected to: (A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork; (D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.
- (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: (A) compare and contrast historical and contemporary styles while identifying general themes and trends; (B) describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage.
- (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites; (B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork.

Grade 10**Character Traits & Personal Skills §120.9**

(c) Knowledge and skills.

- (3) Caring. The student understands how interpersonal skills and characteristics of caring influence society and impact the global community. The student is expected to: (A) evaluate one's personal attitudes and mindsets about self and others; (B) discuss how feelings, decision making, personal behaviors and interpersonal skills can impact professional and social relationships; and (C) identify strategies for how a person can show empathy through one's actions.

Social Studies §113.42 World History Studies

(b) Introduction.

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

(c) Knowledge and skills.

- (25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: (A) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and (B) describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.
- (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (C) interpret and create written, oral, and visual presentations of social studies information.

English Language Arts and Reading §110.37 English II

(c) 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) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes; (D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
- (5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources, including self-selected texts; (C) use text evidence and original commentary to support a comprehensive response; (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; (G) discuss and write about the explicit or implicit meanings of text; (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; (I) reflect on and adjust responses when valid evidence warrants.

Fine Arts §117.303 High School Art II

(c) 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 original artwork. The student is expected to: (A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artwork; (D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.
- (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: (A) examine selected historical periods or styles of art to identify general themes and trends; (B) analyze specific characteristics in artwork from a variety of cultures.
- (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites; (B) evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork.

Grade 11

Character Traits & Personal Skills §120.9

(c) Knowledge and skills.

- (3) Caring. The student understands how interpersonal skills and characteristics of caring influence society and impact the global community. The student is expected to: (A) evaluate one's personal attitudes and mindsets about self and others; (B) discuss how feelings, decision making, personal behaviors and interpersonal skills can impact professional and social relationships; and (C) identify strategies for how a person can show empathy through one's actions.

Social Studies §113.41 US History Studies since 1877

(b) Introduction.

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

(c) Knowledge and skills.

- (24) 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 of and issues in US history have been reflected in various genres of art, music, film, and literature.
- (25) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to: (A) explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society; (C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture.
- (29) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism.

English Language Arts and Reading §110.38 English III

(c) 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: (D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.
- (5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources, including self-selected texts; (C) use text evidence and original commentary to support a comprehensive response; (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; (G) discuss and write about the explicit or implicit meanings of text; (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; (I) reflect on and adjust responses when valid evidence warrants.

Fine Arts §117.304 High School Art III

(c) 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 original artwork. The student is expected to: (A) analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively; (D) explore the suitability of art media and processes and select those appropriate to express ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork.
- (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: (A) research selected historical periods, artists, general themes, trends, and styles of art; (B) distinguish the correlation between specific characteristics and influences of various cultures and contemporary artwork.
- (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas; (B) evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork.

Grade 12**Character Traits & Personal Skills §120.9**

(c) *Knowledge and skills.*

- (3) Caring. The student understands how interpersonal skills and characteristics of caring influence society and impact the global community. The student is expected to: (A) evaluate one's personal attitudes and mindsets about self and others; (B) discuss how feelings, decision making, personal behaviors and interpersonal skills can impact professional and social relationships; and (C) identify strategies for how a person can show empathy through one's actions.

Social Studies**US Government §113.44**

(b) *Introduction.*

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

(c) *Knowledge and skills.*

- (14) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. 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.
- (16) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to: (A) evaluate a US government policy or court decision that has affected a particular racial, ethnic, or religious group...
- (19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: (C) analyze and defend a point of view on a current political issue.
- (20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (B) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism.

Economics with Emphasis on the Free Enterprise System and Its Benefits §113.31

(b) *Introduction.*

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

(c) *Knowledge and skills.*

- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (B) create written, oral, and visual presentations of economic information using effective communication skills, including proper citations and avoiding plagiarism.

English Language Arts and Reading §110.39 English IV

(c) *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: (D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.
- (5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources, including self-selected texts; (C) use text evidence and original commentary to support an evaluative response; (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; (G) discuss and write about the explicit or implicit meanings of text; (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; (I) reflect on and adjust responses when valid evidence warrants.

Fine Arts §117.305 High School Art IV

(c) *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 original artwork. The student is expected to: (D) discriminate between art media and processes to express complex visual relationships such as content, meaning, message, and metaphor using extensive art vocabulary.
- (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: (B) analyze and evaluate the influence of contemporary cultures on artwork.
- (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) develop evaluative criteria to justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on a high level of creativity and expertise in one or more art areas; (B) evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork.