

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills

English Electives

Prepared by the State Board of Education TEKS Review Committees

November 4, 2009

These course documents have been combined and formatted for consistency and for ease of review.

Proposed additions are shown in green font with underlines and proposed deletions are shown in red font with strike throughs.

Comments in the margin provide explanations for proposed changes. The following notations were used as part of the explanations:

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§110.46. Independent Study in English (One-Half to One Credit).

(a) Introduction.

(1) Students enrolled in Independent Study in English ~~write in a will focus on a specialized area of study for example but not limited to the work of a particular author or genre. Students will read and write in a multiple~~ of forms for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written compositions on a regular basis, and carefully examine their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English.

Comment [A1]: Clarification

~~Independent Study in English students are expected to write in a variety of forms including business, personal, literary, and persuasive texts for a variety of audiences and purposes. Writing is used as a tool for learning as students create, clarify, critique, and express appreciation for others' ideas and responses. Independent Study in English students evaluate their own written work as well as the work of others. Students continue to read extensively in increasingly difficult texts selected in multiple genres for a variety of purposes. When comprehension breaks down, students effectively and efficiently monitor and adjust their use of a variety of comprehension strategies. Students respond to texts through talking and writing in both traditional print and electronic formats. Students connect their knowledge of the world and the knowledge they gather from other texts with the text being read.~~

Comment [A2]: Included within TEKS

(2) If this course is being used to satisfy requirements for the Distinguished Achievement Program, a student research/product must be presented before a panel of professionals or approved by the student's mentor.

Comment [A3]: As requested by survey

(3) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(4) The essential knowledge and skills as well as the student expectations for Independent Study in English are described in subsection (b) of this section.

(b) Knowledge and skills.

~~(1) Writing. The student uses writing as a tool for learning and research. The student is expected to:~~

Comment [A4]: Included below

~~(A) use writing to formulate questions, refine topics, and clarify ideas;~~

~~(B) use writing to organize and support what is known and what needs to be learned about a topic;~~

~~(C) compile information from primary and secondary sources using available technology;~~

~~(D) use writing to discover, record, review, and learn;~~

~~(E) organize notes from multiple sources, including primary and secondary sources, in useful and informing ways;~~

~~(F) link related information and ideas from a variety of sources;~~

~~(G) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;~~

~~(H) compile written ideas and representations, interpret empirical data into reports, summaries, or other formats, and draw conclusions; and~~

~~(I) use writing as a tool such as to reflect, explore, or problem solve.~~

(2) Reading. The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:

(A) read widely ~~to establish a specific area of interest~~ for further study;

(B) generate relevant, interesting, and researchable questions with instructor guidance and approval;

~~(C) locate appropriate print and non-print information using text and technical resources, including databases;~~

~~(D) use text organizers such as overviews, headings, and graphic features to locate and categorize information;~~

~~(E) organize and record new information in systematic ways such as notes, charts, and graphic organizers;~~

~~(F) produce research projects and reports in various forms for audiences;~~

~~(G)~~(C) draw relevant questions for further study from the research findings or conclusions; and

(2) The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:

(A) produce research projects and reports in multiple forms for a variety of audiences from primary and secondary sources using available technology;

(B) conduct a research project(s), producing an original work in print or another medium with a demonstration of advanced skill;

~~(3) Viewing/representing. The student produces visual representations that communicate with others. The student is expected to:~~

Comment [A5]: All of these items are a part of the research process and are included in the research student expectation

Comment [A6]: All our College Readiness standards

~~(C) use a range of techniques in planning writing to organize and creating media text; support what is known and~~

~~(B) prepare what needs to be learned about a topic: discover, record, review, and present a research project. learn;~~

(D) compile written ideas and representations, interpret information into reports, summaries, or other formats, and draw conclusions; and

(E) use writing as a tool as to reflect, explore, or problem solve.

DRAFT

§110.49. Analysis of Visual Media Analysis and Production (One-Half Credit).

Comment [A1]: Title change to reflect the coursework of the class.

(a) Introduction.

(1) ~~Students need to be critical viewers, consumers, and producers of media texts. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development.~~ High school students enrolled in Analysis of Visual Media Analysis and Production will interpret various media forms for a variety of purposes. In addition, students will critique and analyze the significance of visual representations and learn to produce media messages that communicate with others.

Comment [A2]: More of a statement and did not guide the class instruction

Comment [A3]: Name change see number 3 as well

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

(3) The essential knowledge and skills as well as the student expectations for Analysis of Visual Media Analysis and Production, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:

- (A) identify the historical development of visual media;
- (B) distinguish the purposes of various media forms such as information, entertainment, and persuasion; and
- (C) recognize strategies used by media to inform, persuade, entertain, and transform ~~transmit~~ culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.

(2) The student analyzes and critiques the significance of visual representations. The student is expected to:

- (A) evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols;
- (B) compare and contrast media with other art forms;
- (C) analyze techniques used in visual media;
- (D) explore the emotional and intellectual effects of visual media on viewers; and
- (E) recognize how visual and sound techniques convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music.

(3) The student produces visual representations that communicate with others. The student is expected to:

(A) use a variety of forms and technologies to communicate specific messages;

(B) use a range of techniques to ~~plan~~ and create a media text and reflect critically on the work produced;

Comment [A4]: It is assumed if you create you are going to plan.

(C) study the relationship between subject matter and choice of media for presenting that subject; and

~~(D) create, present, test, analyze response, and revise a project using such data-gathering techniques as questionnaires, group discussions, and feedback forms.~~

Comment [A5]: Academic freedom

DRAFT

§110.50. Contemporary Media Literacy-Speech (One Credit).

Comment [A1]: Title reflects the Information Age.

(a) Introduction.

~~(1) Mass media influence the way meanings and realities are created and shared in contemporary society. Students enrolled in Media Literacy will develop their skill in understanding, analyzing, using, and producing media intelligently. High school students should realize that media can be a vehicle for full participation in academic, social, and democratic processes. Students enrolled in Media Literacy(1) Students enrolled in Contemporary Media~~ will understand how media influence our tastes, our behavior, our purchasing, and our voting decisions. Students who are media literate understand television, radio, film, and other visual images and auditory messages.

Comment [A2]: Does not explain the course.

Comment [A3]: Name Change also for point 3

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

(3) The essential knowledge and skills as well as the student expectations for Contemporary Media Literacy-Speech, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) ~~History~~. The student ~~traces~~ identifies the history and evolution of media used for mass communication. The student is expected to:

~~(A) trace the history and development of each mass medium;~~

Comment [A4]: Deferred for higher order learning – see below

~~(B)~~ (A) examine the development of the technologies that influence each medium; and

(B) analyze the historical contributions made by various media personnel.

(2) ~~Functions~~: The student recognizes the types and functions of mass media. The student is expected to:

Comment [A5]: clarifies

(A) identify the types of mass media as such television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music; and

Comment [A6]: Updated to reflect today's and future technologies

(B) analyze the roles of media as sources of information, entertainment, persuasion, and education; ~~and~~

~~(B) analyze strategies used by media to inform, persuade, entertain, and educate.~~

Comment [A7]: Addressed in a later TEK

(3) ~~Regulations~~: The student identifies and analyzes regulations that govern media. The student is expected to:

- (A) identify the appropriate government agencies that regulate media; and
- (B) analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.

(4) ~~Influences~~. The student analyzes the influence of media. The student is expected to:

(A) analyze the influence of viewing and listening habits on individuals; and

~~(B) analyze the influence of media on consumers;~~

(B) analyze the influence of media in shaping ~~various~~ governmental decisions, social choices, and cultural norms; and

Comment [A8]: Old B + C combined

(C) evaluate standards for "quality programming";

Comment [A9]: Part of a quality analysis

(D) analyze ~~the influence of~~ possible ways to improve mass media. ~~on the democratic processes~~

(5) ~~Production~~. The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:

~~(A) analyze the contributions and responsibilities of various media personnel;~~

Comment [A10]: Include in another TEK both A/B

~~(B) analyze techniques for producing media messages for specific purposes and effects;~~

(A) develop skills for organizing, writing and designing media messages for specific purposes and effects;

(B) develop technical and communication skills needed by various media personnel;

(C) plan, organize, produce, and present media messages; and

~~(F) evaluate media messages and products.~~

~~(6) Evaluation~~. The student evaluates mass media. The student is expected to:

Comment [A11]: Combined in Other TEKS throughout this document

~~(A) analyze and evaluate standards for "quality programming";~~

~~(B) determine the contributions of media on the democratic process;~~

~~(C) analyze and evaluate media's efforts to address social and cultural problems;~~

~~(D) analyze and propose possible ways to improve mass media; and~~

~~(E) formulate guidelines for using media effectively to achieve governmental, societal, and cultural goals.~~

DRAFT

§110.51. Literary Genres (One-Half to One Credit).

(a) Introduction.

(1) Students enrolled in Literary Genres will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer's craft. High school students will discover how well written literary text can serve as models for their own writing. High school students respond to oral, written, and electronic text to connect to their knowledge of the world ~~with the text being read.~~

Comment [A1]: Clearer language

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

(3) The essential knowledge and skills as well as the student expectations for Literary Genres, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:

- (A) expand vocabulary through wide reading, listening, and discussion;
- (B) investigate word origins as an aid to understanding meanings, derivations, and spellings, as well as influences on the English language; and
- (C) discriminate between connotative and denotative meanings and interpret the connotative power of words.

(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:

- (A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions;
- (B) propose and provide examples of themes that cross texts;
- (C) connect literature to historical context, current events, and his/her own experiences;
- (D) analyze relevance of setting and time frame to text's meaning;
- (E) identify basic conflicts;
- (F) describe the development of plot and how conflicts are addressed and resolved;

(G) analyze characters' traits, motivations, changes, and stereotypical features;

(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text;

(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric;

(J) identify and analyze text structures;

(K) recognize archetypes, motifs, and symbols across texts, ~~including heroes and beneficence of nature such as Dawn;~~

Comment [A2]: Not necessary – limits teachers thinking

(L) analyze distinctive features of text genre such as biography, historical ~~fiction, science fiction, political writing, fantasy~~ fiction, short story, dramatic literature, or poetry;

Comment [A3]: More genres to stimulate more student exploration

(M) identify how authors create suspense; and

(N) tell how points of view affect tone, characterization, and credibility.

(3) The student reads critically to evaluate texts and the authority of sources. The student is expected to:

(A) analyze the characteristics of well-constructed texts;

(B) describe how a writer's point of view may affect text credibility, structure, or tone; and

Comment [A4]: clarifies

(C) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences; and

(D) examine strategies that writers in different fields use to compose.

Comment [A5]: needed

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

(A) compare text events with personal and other readers' experiences;

(B) recognize ~~distinctive and shared characteristics of cultures through wide reading; and~~

Comment [A6]: combined and clarified below

~~(C) recognize~~ and discuss themes and connections that cross cultures; and

(C) recognize how writers represent and reveal their cultures and traditions in texts.

(5) The student uses writing as a tool for learning and researching literary genres. The student is expected to:

(A) use writing to discover, record, review, and learn; and

(B) link related information and ideas from a variety of sources.

~~(6) The student communicates with writers inside and outside the classroom, including those representing different cultures. The student is expected to:~~

~~(A) examine strategies that writers in different fields use to compose; and~~

~~(B) recognize how writers represent and reveal their cultures and traditions in texts~~

Comment [A7]: emphasis on literary

Comment [A8]: included above

DRAFT

§110.52. Creative and Imaginative Writing (One-Half to One Credit).

Comment [A1]: More reflect of the course.

(a) Introduction.

(1) The study of creative and imaginative writing allows high school students to earn one-half to one credit while developing versatility as a writer. Creative and Imaginative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing fictional writing, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop peer and self assessments for effective writing, and set their own goals as writers.

Comment [A2]: See above throughout paragraph

Comment [A3]: Related genre

Comment [A4]: grammar

Comment [A5]: standardizing throughout English electives.

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

(3) The essential knowledge and skills as well as the student expectations for Creative and Imaginative Writing, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:

- (A) write expressive, informative, and persuasive literary texts effectively;
- (B) demonstrate the distinguishing characteristics of various written forms such as fictional writing, short stories, poetry, and drama in his/her own writing;
- (C) elaborate writing when appropriate e.g. using concrete images, figurative language, sensory observation, dialogue, and other rhetorical devices to enhance meaning;
- (D) employ various points of view to communicate effectively;
- (E) choose topics and forms to develop fluency and voice;
- (F) use word choice, sentence structure, and repetition to create tone; and
- (G) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

Comment [A6]: clarity

Comment [A7]: what is logical to one is not to another

(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:

- (A) select and apply prewriting strategies to generate ideas, develop voice, and plan;
- (B) develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting;
- (C) use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose;
- (D) use effective sequence and transitions to achieve coherence and meaning;
- (E) revise drafts by rethinking content, organization, and style ~~to better accomplish the task;~~
- (F) frequently refines selected pieces to publish for general and specific audiences;
- ~~(G) proofread and edit as appropriate for the conventions of standard written English using resources as needed;~~
- ~~(H) use available technology for aspects of creating, revising, editing, and publishing texts; and~~
- (H) write both independently and/or collaboratively.

Comment [A8]: too wordy

Comment [A9]: combined throughout

(3) The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:

- (A) ~~produce legible written work, including handwritten, word-processed, and typed documents;~~
- ~~(B) use correct capitalization and punctuation;~~
- (B) spell with accuracy in the final draft; and
- (C) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.

Comment [A10]: assumed for high school

(4) The student evaluates his/her own writing and the writings of others. The student is expected to:

(A) analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various points of view, literary devices, and figurative language;

(B) generate and apply peer and self ~~and others to evaluate writing; and assessment~~

Comment [A11]: clarity

(C) accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer.

DRAFT

§110.53. Research and Technical Writing (One-Half to One Credit).

(a) Introduction.

(1) The study of technical writing allows high school students to earn one-half to one credit while developing skills necessary for writing persuasive and informative texts ~~such as essays, reports, proposals, and memoranda~~. This rigorous composition course asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of his/her own writing as well as the writing of others ~~insures~~ ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers.

Comment [A1]: Too much information for introduction

Comment [A2]: grammar

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

(3) The essential knowledge and skills as well as the student expectations for Research and Technical Writing, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student writes for a variety of purposes and audiences. The student is expected to:

(A) write informative and persuasive texts, including essays, reports, and proposals;

(B) use the distinguishing characteristics of various written forms ~~including~~ such as essays, scientific reports, speeches, and memoranda;

Comment [A3]: these need to be done in the course.

(C) write in voice and style appropriate to audience and purpose; and

(D) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:

(A) ~~select and~~ apply prewriting strategies to generate ideas, ~~develop voice~~, and plan;

Comment [A4]: Pre-writing does not develop voice

(B) employ precise language and technical vocabulary to communicate ideas clearly and concisely;

(C) use sentence structure, organization, and rhetorical devices appropriate to audience and purpose;

(D) use effective sequence and transitions to achieve coherence and meaning;

(E) revise drafts by rethinking content, organization, and style to better accomplish the task;

(F) ~~proofread and~~ edit as appropriate for the conventions of standard written English;

Comment [A5]: Editing includes proofreading

(G) use resources such as texts and other people for editing;

(H) use available technology for aspects of creating, revising, editing, and publishing texts; and

(I) write both independently and collaboratively.

(3) The student writes to investigate self-selected and assigned topics. The student is expected to:

(A) use writing ~~such as learning logs~~ to formulate questions, refine topics, and clarify ideas;

Comment [A6]: Academic freedom

(B) ~~compile~~ organize all ~~types~~ of information from ~~multiple sources including~~ primary and secondary ~~sources resources~~ using available technology; ~~e.g. audio, video, print, non-print, graphics and conceptual, maps; and, charts~~

Comment [A7]: Organize brings the level of learning to a higher level.

~~(C) organize and link related information from multiple sources;~~

Comment [A8]: Combined with B

~~(D) represent information in a variety of ways such as~~

~~(E) compile written ideas, representations, and interpretations into reports, summaries, or other formats and draw conclusions.~~

Comment [A9]: combined

(4) The student applies the conventions of usage and mechanics of written English. The student is expected to:

(A) ~~produce legible written work, including handwritten, word processed, and typed documents;~~

Comment [A10]: assumed

~~(B)~~ use correct capitalization and punctuation;

(B) use correct spelling in the final draft;

(C) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts;

(D) use appropriate technical vocabulary; and

(E) consistently use a documentation manual or form ~~such as~~ consistent with your field of study e.g. Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).

Comment [A11]: Clarification

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

(A) analyze and discuss published pieces as writing models;

(B) apply criteria to evaluate writing; and

(C) accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer.

DRAFT

§110.54. Practical Writing Skills (One-Half to One Credit).

(a) Introduction.

(1) The study of writing allows high school students to earn one-half to one credit while developing skills necessary ~~for composing business letters and requests for information, as well as for completing job applications and resumé~~. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of the reading and writing process. Evaluation of students' own writing as well as the writing of others insures that students completing this course are able to analyze and evaluate their writing.

Comment [A1]: The course is more than job applications and business writing. We are anticipating the course to demonstrate more rigor

Comment [A2]: Should not only be narrative

Comment [A3]: Reading is a large component of writing.

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

(3) The essential knowledge and skills as well as the student expectations for Practical Writing Skills, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

~~(1) The student writes for a variety of audiences and purposes:~~

~~(A) compose business letters with accuracy and clarity;~~

~~(B) compose inquiries and requests;~~

~~(C) write for authentic, persuasive purposes;~~

~~(D) complete written tasks associated with job application such as application form, letters of application, and resumé;~~

~~(E) complete order forms; and~~

~~(F) take notes.~~

(1) The student ~~relies increasingly on~~ utilizes the conventions and mechanics of written English to communicate clearly. The student is expected to:

Comment [A4]: More powerful

~~(A) produce legible written work, including handwritten, word processed, and typed documents;~~

Comment [A5]: Not necessary for high school students.

(A) employ written conventions appropriately such as capitalizing and punctuating for various forms ~~such as business letters and resumé; and~~

Comment [A6]: Emphasis off the business letter moving towards all writing.

(B) use correct spelling ~~for final products.~~

~~(3) The student appropriately applies the rules of usage and grammar to communicate clearly and effectively. The student is expected to:~~

Comment [A7]: included subpoints in previous TEK.

(C) produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms;

(D) use varied sentence structures to express meanings and achieve desired effect; and

(E) use appropriate vocabulary.

(2) The student ~~selects and~~ uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:

Comment [A8]: If you use you have to select.

(A) ~~select and~~ apply prewriting strategies to generate ideas, ~~develop voice,~~ and plan;

Comment [A9]: Prewriting id not the place for developing voice

(B) develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting;

(C) use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose;

(D) use effective sequence and transitions to achieve ~~coherence and meaning~~ coherency;

Comment [A10]: clarity

(E) revise drafts by rethinking content, organization, and style to better accomplish the task;

(F) edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft;

(G) use resources such as texts and other people as needed for proofreading, editing, and revising;

Comment [A11]: combined 2 TEKS

~~(H) proofread writing; and~~

(H) use available technology for creating, revising, editing, and publishing texts.

(3) The student reads and writes for a variety of audiences and purposes. The student is expected to:

(A) reads a variety of informational text;

(B) writes informational text

(C) practices effective efficient note taking

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

(A) evaluate how well ~~his/her own~~ writing achieves its purposes;

(B) analyze and discuss published pieces as writing models; and

(C) ~~apply criteria generated by self and others to evaluate writing; and~~

~~(D) accumulate and~~ review ~~his/her own self-~~written work to determine its strengths and weaknesses and to set goals as a writer.

(5) The student analyzes informational text and is expected to

(A) Use effective reading strategies to determine a written work's purpose and intended audience.

(B) Identify explicit and implicit textual information including main ideas and author's purpose.

(C) Draw and support complex inferences from text to distinguish facts from opinions.

(D) Analyze the author's quality of evidence for an argument

(E) Evaluate the use of both literal and figurative language

(F) Analyze the audience and purpose of informational and persuasive text.

(G) Analyze how an author's use of language creates imagery and mood.

(H) Analyze insights gained from text to text, text to self, text to world.

(7) The student understands new vocabulary and concepts and uses them accurately in reading, speaking, and writing. The student is expected to

Comment [A13]: This would include more than one's own writings.

Comment [A14]: Included above

Comment [A15]: We incorporated from the new College Readiness standards

(A) Apply knowledge of roots and affixes to infer the meanings of new words.

(B) Use reference guides to confirm the meanings of new words and concepts.

DRAFT

§110.55. Humanities (One-half to One Credit). Humanities II (One-half to One Credit).

(a) Introduction.

(1) Humanities is an interdisciplinary course in which students recognize writing as an art form. Students read widely to understand how various authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and the other fine arts. Humanities is a rigorous course of study in which high school students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations. Students read widely to understand the commonalities that literature shares with the fine arts. In addition, students use written composition to show an in-depth understanding of creative achievements in the arts and literature and how these various art forms are a reflection of history. All students are expected to participate in classroom discussions and presentations that lead to an understanding, appreciation, and enjoyment of critical, creative achievements throughout history. Understanding is demonstrated through a variety of media. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Humanities, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student reads and views varied literary and art forms. The student is expected to:

~~(A) read widely to understand authors' craft and to discover models to use in his/her own writing;~~

(B) recognize the major historical and cultural movements as reflected in various art forms;

~~(C) identify the elements common to literature and other fine arts;~~

~~(D) read literary responses to political, social, and philosophical movements;~~

~~(E) identify elements of literary creativity;~~

~~(F) develop and apply criteria for evaluating literary works and other art forms; and~~

Comment [A1]: In humanities students are expected to make interdisciplinary connections; therefore, the TEKS needed to reflect this goal.

Comment [A2]: Addressed in other ELA disciplines, not a primary focus of humanities

Comment [A3]: redundant

Comment [A4]: B will address this.

Comment [A5]: Addressed later

Comment [A6]: "Beauty is in the eye of the beholder" is a great discussion question, but doesn't work as a measurable TEKS.

(G) read widely to see connections (commonalities) that literature shares with fine arts, historical, and/or philosophical writings.

Comment [A7]: Humanities goes far beyond just pictures and literature.

(2) The student expresses and supports responses to various types of texts and compositions. The student is expected to:

(A) respond to aesthetic elements in texts and other art forms through various outlets such as discussions, journals, oral interpretations, and enactments;

(B) use elements of text and other art forms to defend his/her own responses and interpretations;

(C) compare reviews of literature, film performance, and other art forms with his/her own responses;

~~(D) evaluate his/her own responses to text and other art forms for evidence of growth; and develop and utilize assessments for evaluating literary work and other art forms are a reflection of history such as political, social, and philosophical;~~

Comment [A8]: clarify direction on student expectations and expansion of areas of suggested exploration

(E) identify and analyze how various art forms are a reflection of history such as political, social, and philosophical movements.

(3) The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to:

Comment [A9]: to underscore the purpose of research is to share and that it can be "published" in many formats

(A) show an in-depth understanding of creative achievements in literature and the arts through writing;

(B) describe how personal creativity is expressed within the requirements of an art form;

(C) describe and analyze the relationship between form and expression; and

~~(D) analyze art forms.~~

Comment [A10]: In the process of describing some analysis must occur; therefore, these two were combined.

(4) The student understands and interprets creativity. The student is expected to:

Comment [A11]: Reflects content more accurately

(A) participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as:

(i) discuss how personal creativity is expressed within the requirements of an art form;

(ii) discuss conditions that encourage creativity;

- (iii) discuss the relationship between form and expression; and
- (iv) discuss the major historical and cultural movements as reflected in various art forms; and

~~(B) analyze art forms orally such as:~~

- ~~(i) discuss structural elements common to literature and the other fine arts;~~
- ~~(ii) discuss literary responses to political, social, and philosophical movements;~~
- ~~(iii) discuss elements of literary creativity;~~
- ~~(iv) discuss criteria for evaluating literary works and other art forms; and~~
- ~~(v) evaluate (orally) literary works and other art forms.~~

Comment [A12]: Redundant—addressed throughout

(5) The student analyzes and critiques the significance of visual representations. The student is expected to:

- ~~(A) describe how personal creativity is expressed within the requirements of an art form and through the elements of artistic design;~~
- ~~(B) identify conditions that encourage creativity; and~~
- ~~(C) explore the relationship between form and expression.~~

Comment [A13]: Adding rigor to TEKS

(A) recognize and evaluate how literature and various other forms convey messages

(B) examine the impact of literature on various other art forms

Comment [A14]: Both of these expectations are requiring students to see the interconnected nature of the elements listed using higher order thinking.

(6) The student analyzes and critiques the significance of visual representations. The student is expected to:

- (A) recognize and evaluate how literature and various other art forms convey messages; and
- (B) examine the impact of literature and various other art forms.