



**TEKS and STAAR Correlations  
GRADES 1-3**

**Grade 1—"A Colorful World" LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

**ART**

- 1.1(B) identify color, texture, form, line, and emphasis in nature and in the human-made environment
- 1.2(A) invent images that combine a variety of colors, forms, and lines
- 1.4(A) express ideas about personal artworks

**LANGUAGE ARTS**

- 1.1(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation)
- 1.17(B) develop drafts by sequencing ideas through writing sentences
- 1.19(A) write brief compositions about topics of interest to the student

**SOCIAL STUDIES**

- 1.4(A) locate places using the four cardinal directions;
- 1.6(A) identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather;

**SCIENCE**

- 1.2(A) ask questions about organisms, objects, and events observed in the natural world;
- 1.2(D) record and organize data using pictures, numbers, and words;
- 1.9(C) gather evidence of interdependence among living organisms such as energy transfer through food chains and animals using plants for shelter.
- 1.10(A) investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it

**MATH**

- 1.3(A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences
- 1.3(B) use concrete and pictorial models to apply basic addition and subtraction facts (up to  $9 + 9 = 18$  and  $18 - 9 = 9$ )
- 1.11 (B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness
- 1.11(C) select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem;

### **Grade 1—"A Peaceable Kingdom" LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

#### **ART**

- 1.1(B) identify color, texture, form, line, and emphasis in nature and in the human-made environment
- 1.2(C) increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions
- 1.4(B) identify simple ideas about original artworks, portfolios, and exhibitions by peers and others

#### **LANGUAGE ARTS**

- 1.2(A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr)
- 1.18(B) write short poems that convey sensory details

#### **SOCIAL STUDIES**

- 1.3(A) distinguish among past, present, and future
- 1.13(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting

#### **SCIENCE**

- 1.9(B) analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver
- 1.10(A) investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats

#### **MATH**

- 1.9(A) collect and sort data
- 1.9(B) use organized data to construct real-object graphs, picture graphs, and bar-type graphs
- 1.10(A) draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs

### **Grade 1—"Signs and Symbols" LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

#### **ART**

- 1.1(B) identify color, texture, form, line, and emphasis in nature and in the human-made environment
- 1.2(B) place forms in orderly arrangement to create designs
- 1.3(C) identify the use of art in everyday life
- 1.4 (A) express ideas about personal artworks

#### **LANGUAGE ARTS**

- 1.18 (A) write brief stories that include a beginning, middle, and end
- 1.23 (A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics

**SOCIAL STUDIES**

- 1.3(A) distinguish among past, present, and future;
- 1.13(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting
- 1.14(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo

**SCIENCE**

- 1.2(E) communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations
- 1.10(B) identify and compare the parts of plants

**MATH**

- 1.(4) Patterns, relationships, and algebraic thinking. The student uses repeating patterns and additive patterns to make predictions. The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.
- 1.9 (A) collect and sort data
- 1.9(B) use organized data to construct real-object graphs, picture graphs, and bar-type graphs.

**Grade 1—"Shaping Up" LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

**ART**

- 1.1(B) identify color, texture, form, line, and emphasis in nature and in the human-made environment
- 1.2(C) increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions
- 1.3(C) identify the use of art in everyday life
- 1.4(B) identify simple ideas about original artworks, portfolios, and exhibitions by peers and others

**LANGUAGE ARTS**

- 1.20(B) speak in complete sentences with correct subject-verb agreement; and
- 1.20 (C) ask questions with appropriate subject-verb inversion
- 1. 29 Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

**SOCIAL STUDIES**

- 1.5(A) create and use simple maps such as maps of the home, classroom, school, and community;
- 1.8(B) obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts

**SCIENCE**

- 1.2(A) ask questions about organisms, objects, and events observed in the natural world
- 1.2(B) plan and conduct simple descriptive investigations such as ways objects move

**MATH**

- 1.6(A) describe and identify two-dimensional geometric figures, including circles, triangles,

rectangles, and squares (a special type of rectangle)

- 1.6(B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones
- 1.6(C) describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language
- 1.6(D) use concrete models to combine two-dimensional geometric figures to make new geometric figures

## **Grade 2—"Pottery Around the World" LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

### **ART**

- 2.1(B) identify art elements such as color, texture, form, line, and space and art principles such as emphasis, pattern, and rhythm
- 2.2(C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and modeled forms, using a variety of art materials.
- 2.4(B) identify ideas in original artworks, portfolios, and exhibitions by peers and artists

### **LANGUAGE ARTS**

- 2.17 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
- 2.25(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams)

### **SOCIAL STUDIES**

- 2.2(A) describe the order of events by using designations of time periods such as historical and present times
- 2.2(B) apply vocabulary related to chronology, including past, present, and future
- 2.6(C) examine information from various sources about places and regions
- 2.10(C) examine the development of a product from a natural resource to a finished product
- 2.15(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage
- 2.18(D) sequence and categorize information;

### **SCIENCE**

- 2.5(A) classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid
- 2.5(B) compare changes in materials caused by heating and cooling
- 2.5(C) demonstrate that things can be done to materials to change their physical properties such as cutting, folding, sanding, and melting

### **MATH**

- 2.7(E) compare and order two or more containers according to capacity (from holds the most to holds the least)
- 2.7(F) compare and order two or more objects according to weight/mass (from heaviest to lightest)
- 2.7(G) compare and order two or more objects according to relative temperature (from hottest to coldest)
- 2.9(A) collect and sort data
- 2.9(B) use organized data to construct real-object graphs, picture graphs, and bar-type graphs

## **Grade 2—"Faces From the Past" LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

### **ART**

- 2.1(A) identify variations in objects and subjects from the environment, using the senses
- 2.2(B) create effective compositions, using design elements and principles
- 2.3(B) compare ways individuals and families are depicted in different artworks

### **LANGUAGE ARTS**

- 2.8 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays
- 2.15(B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations)

### **SOCIAL STUDIES**

- 2.2(C) create and interpret timelines for events in the past and present
- 2.3(A) identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources
- 2.3(B) describe various evidence of the same time period using primary sources such as photographs, journals, and interviews
- 2.4(B) identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness
- 2.18(D) sequence and categorize information

### **SCIENCE**

- 2.2(B) plan and conduct descriptive investigations such as how organisms grow
- 2.2(D) record and organize data using pictures, numbers, and words
- 2.5(A) classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid

### **MATH**

- 2.11(A) construct picture graphs and bar-type graphs
- 2.11(B) draw conclusions and answer questions based on picture graphs and bar-type graphs
- 2.12 (A) identify the mathematics in everyday situations

## **Grade 2—"Light, Shadow, and Time" LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

### **ART**

- 2.1(B) identify art elements such as color, texture, form, line, and space and art principles such as emphasis, pattern, and rhythm
- 2.2(C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and modeled forms, using a variety of art materials.
- 2.3(B) compare ways individuals and families are depicted in different artworks

### **LANGUAGE ARTS**

- 2.19(A) write brief compositions about topics of interest to the student
- 2.25(A) gather evidence from available sources (natural and personal) as well as from interviews

with local experts

### **SOCIAL STUDIES**

- 2.2(B) apply vocabulary related to chronology, including past, present, and future
- 2.17(A) describe how science and technology change communication, transportation, and recreation
- 2.19(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas

### **SCIENCE**

- 2.4(A) collect, record, and compare information using tools, including computers, hand lenses, rulers, primary balances, plastic beakers, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and stopwatches; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of organisms such as terrariums and aquariums
- 2.8(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data
- 2.8 (D) observe, describe, and record patterns of objects in the sky, including the appearance of the Moon

### **MATH**

- 2.3(B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers
- 2.9(A) identify concrete models that approximate standard units of length and use them to measure length
- 2.10(B) read and write times shown on analog and digital clocks using five-minute increments
- 2.11(A) construct picture graphs and bar-type graphs

### **Grade 2—"Special Places Take Shape" LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

### **ART**

- 2.1(B) identify art elements such as color, texture, form, line, and space and art principles such as emphasis, pattern, and rhythm
- 2.2(B) create effective compositions, using design elements and principles
- 2.3(A) identify stories and constructions in a variety of artworks
- 2.4(B) identify ideas in original artworks, portfolios, and exhibitions by peers and artists

### **LANGUAGE ARTS**

- 2.24(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and
- 2.24(B) decide what sources of information might be relevant to answer these questions
- 2.25 (C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams)

### **SOCIAL STUDIES**

- 2.5(B) create maps to show places and routes within the home, school, and community
- 2.6(C) examine information from various sources about places and regions
- 2.17(A) describe how science and technology change communication, transportation, and recreation

### **SCIENCE**

- 2.1(C) identify and demonstrate how to use, conserve, and dispose of natural resources and

materials such as conserving water and reuse or recycling of paper, plastic, and metal

- 2.7(B) identify and compare the properties of natural sources of freshwater and saltwater

#### **MATH**

- 2.7(A) describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids, etc.
- 2.7(B) use attributes to describe how 2 two-dimensional figures or 2 three-dimensional geometric figures are alike or different

#### **Grade 3—"Sunday in the Park" LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

#### **ART**

- 3.2(B) develop a variety of effective compositions, using design skills
- 3.2(C) produce drawings, paintings, prints, constructions, ceramics, and fiberart, using a variety of art materials appropriately
- 3.4(B) apply simple criteria to identify main ideas in original artworks, portfolios, and exhibitions by peers and major artists

#### **LANGUAGE ARTS**

- 3.7 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.
- 3.16 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.
- 3.30 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

#### **SOCIAL STUDIES**

- 3.4(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains
- 3.12(A) give examples of community changes that result from individual or group decisions
- 3.12(B) identify examples of actions individuals and groups can take to improve the community
- 3.17(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps

#### **SCIENCE**

- 3.1(B) make informed choices in the use and conservation of natural resources by recycling or reusing materials such as paper, aluminum cans, and plastics

#### **MATH**

- 3.11(A) use linear measurement tools to estimate and measure lengths using standard units
- 3.14(A) identify the mathematics in everyday situations;
- 3.14(D) use tools such as real objects, manipulatives, and technology to solve problems

### **Grade 3—"A Three-Dimensional World"**

#### **LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

#### **ART**

- 3.1(B) identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks
- 3.3(B) compare selected artworks from different cultures
- 3.4(B) apply simple criteria to identify main ideas in original artworks, portfolios, and exhibitions by peers and major artists

#### **LANGUAGE ARTS**

- 3.4 (D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles)
- 3.18 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
- 3.22 (B) use the complete subject and the complete predicate in a sentence

#### **SOCIAL STUDIES**

- 3.12(A) give examples of community changes that result from individual or group decisions
- 3.12(B) identify examples of actions individuals and groups can take to improve the community
- 3.15(B) explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities

#### **SCIENCE**

- 3.9(A) observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem
- 3.10(A) explore how structures and functions of plants and animals allow them to survive in a particular environment

#### **MATH**

- 3.11(A) use linear measurement tools to estimate and measure lengths using standard units
- 3.13(A) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data
- 3.15 (A) explain and record observations using objects, words, pictures, numbers, and technology

### **Grade 3—"Machines Around Us" LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

#### **ART**

- 3.1(B) identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks
- 3.2(C) produce drawings, paintings, prints, constructions, ceramics, and fiberart, using a variety of art materials appropriately
- 3.3(A) compare content in artworks from the past and present for various purposes such as telling stories and documenting history and traditions
- 3.4(B) apply simple criteria to identify main ideas in original artworks, portfolios, and exhibitions by peers and major artists

#### **LANGUAGE ARTS**

- 3.8(C) identify whether the narrator or speaker of a story is first or third person
- 3.17 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

#### **SOCIAL STUDIES**

- 3.1(A) describe how individuals, events, and ideas have changed communities, past and present
- 3.2(B) identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation
- 3.3(B) create and interpret timelines

#### **SCIENCE**

- 3.6(A) explore different forms of energy, including mechanical, light, sound, and heat/thermal in everyday life
- 3.6(B) demonstrate and observe how position and motion can be changed by pushing and pulling objects to show work being done such as swings, balls, pulleys, and wagons

#### **MATH**

- 3.14 (A) identify the mathematics in everyday situations
- 3.14(B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness
- 3.14(C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem
- 3.14 (D) use tools such as real objects, manipulatives, and technology to solve problems.

#### **Grade 3—“A World of Patterns” LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

#### **ART**

- 3.1(A) identify sensory knowledge and life experiences as sources for ideas about visual symbols, self, and life events
- 3.1(B) identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks
- 3.2(C) produce drawings, paintings, prints, constructions, ceramics, and fiberart, using a variety of art materials appropriately
- 3(B) compare selected artworks from different cultures

#### **LANGUAGE ARTS**

- 3.3 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- 3.18 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
- 3.18(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse)

#### **SOCIAL STUDIES**

- 3.2(C) compare ways in which various other communities meet their needs
- 3.17(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and

maps

#### **SCIENCE**

- 3.10(A) explore how structures and functions of plants and animals allow them to survive in a particular environment

#### **MATH**

- 3.4(A) learn and apply multiplication facts through 12 by 12 using concrete models and objects
- 3.6(A) identify and extend whole-number and geometric patterns to make predictions and solve problems;
- 3.6(B) identify patterns in multiplication facts using concrete objects, pictorial models, or technology
- 3.8 Geometry and spatial reasoning. The student uses formal geometric vocabulary. The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two- dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary.

### **GRADES 4-6**

#### **Grade 4—"Printmaking" LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

#### **ART**

- 4.1(A) communicate ideas about self, family, school, and community, using sensory knowledge and life experiences; and
- 4.1(B) choose appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity
- 4.2(A) integrate a variety of ideas about self, life events, family, and community in original artworks
- 4.3(B) compare and contrast selected artworks from a variety of cultural settings
- 4.4(A) describe intent and form conclusions about personal artworks

#### **LANGUAGE ARTS**

- 4.15 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
- 4.17 Writing. Students write about their own experiences. Students are expected to write about important personal experiences.
- 4.20 (C) use complete simple and compound sentences with correct subject-verb agreement.

#### **SOCIAL STUDIES**

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

#### **SCIENCE**

- 4.1(B) make informed choices in the use and conservation of natural resources and reusing and recycling of materials such as paper, aluminum, glass, cans, and plastic
- 4.2(D) analyze data and interpret patterns to construct reasonable explanations from data that can be observed and measured

#### **MATH**

- 4.11(A) estimate and use measurement tools to determine length (including perimeter), area,

- capacity and weight/mass using standard units SI (metric) and customary
- 4.14(A) identify the mathematics in everyday situations

## **Grade 4—"Deep in the Heart of Texas"**

### **LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

### **ART**

- 4.1(B) choose appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity.
- 4.2(A) integrate a variety of ideas about self, life events, family, and community in original artworks
- 4.3(A) identify simple main ideas expressed in art
- 4.3 (C) identify the roles of art in American society
- 4.4(A) describe intent and form conclusions about personal artworks

### **LANGUAGE ARTS**

- 4.3 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
- 4.11(B) distinguish fact from opinion in a text and explain how to verify what is a fact
- 4.21(B) use capitalization for: (i) historical events and documents
- 4.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.

### **SOCIAL STUDIES**

- 4.3(C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones
- 4.5(A) identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II
- 4.5(B) explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins
- 4.17(D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals

### **SCIENCE**

- 4.9(B) describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web such as a fire in a forest
- 4.10(A) explore how adaptations enable organisms to survive in their environment such as comparing birds' beaks and leaves on plants

### **MATH**

- 4.11(A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary

- 4.3 (A) use addition and subtraction to solve problems involving whole numbers

#### **Grade 4—"Still Life" LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

#### **ART**

- 4.1(B) choose appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity
- 4.2(B) design original artworks
- 4.3(B) compare and contrast selected artworks from a variety of cultural settings
- 4.4(B) interpret ideas and moods in original artworks, portfolios, and exhibitions by peers and others

#### **LANGUAGE ARTS**

- 4.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.
- 4.2(C) complete analogies using knowledge of antonyms and synonyms
- 4.13 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.
- 4.13(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe)
- 4.13(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations)
- 4.18 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.

#### **SOCIAL STUDIES**

- 4.13(C) explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world

#### **SCIENCE**

- 4.2(B) collect and record data by observing and measuring, using the metric system, and using descriptive words and numerals such as labeled drawings, writing, and concept maps
- 4.2(C) construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data;
- 4.9(A) investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food

#### **MATH**

- 4.1(B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.
- 4.14 (A) identify the mathematics in everyday situations
- 4.14 (B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness
- 4.14 (C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem

#### **Grade 4—"Masks" LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of

Academic Readiness)

The student is expected to...

#### **ART**

- 4.1(A) communicate ideas about self, family, school, and community, using sensory knowledge and life experiences
- 4.1(B) choose appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity.
- 4.2(A) integrate a variety of ideas about self, life events, family, and community in original artworks
- 4.3(B) compare and contrast selected artworks from a variety of cultural settings

#### **LANGUAGE ARTS**

- 4.15 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
- 4.20 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing.
- 4.28 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.
- 4.29 Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

#### **SOCIAL STUDIES**

- 4.6(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps
- 4.19(A) identify the similarities and differences among various racial, ethnic, and religious groups in Texas

#### **SCIENCE**

- 4.10(A) explore how adaptations enable organisms to survive in their environment such as comparing birds' beaks and leaves on plants

#### **MATH**

- 4.8(C) use essential attributes to define two- and three-dimensional geometric figures.
- 4.9(C) use reflections to verify that a shape has symmetry

#### **Grade 5—"Predicting the Future" LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

#### **ART**

- 5.1(A) communicate ideas about feelings, self, family, school, and community, using sensory knowledge and life experiences;
- 5.1(B) identify in artworks that color, texture, form, line, space, and value are basic art elements and that the principles such as emphasis, pattern, rhythm, balance, proportion, and unity serve as organizers

- 5.2(A) combine information from direct observation, experience, and imagination to express ideas about self, family, and community
- 5.3(B) compare cultural themes honoring history and traditions in American and other artworks

#### **LANGUAGE ARTS**

- 5.4 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
- 5.16 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
- 5.16(A) write imaginative stories that include:
  - (i) a clearly defined focus, plot, and point of view;
  - (ii) a specific, believable setting created through the use of sensory details; and
  - (iii) dialogue that develops the story;
- 5.20 (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
  - (iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);
  - (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot)

#### **SOCIAL STUDIES**

- 5.21(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting *American Progress*, "Yankee Doodle," and "Paul Revere's Ride"
- 5.21(B) explain how examples of art, music, and literature reflect the times during which they were created

#### **SCIENCE**

- 5.10(B) differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle;

#### **MATH**

- 5.10(C) select and use appropriate units and formulas to measure length, perimeter, area, and volume
- 5.13(C) graph a given set of data using an appropriate graphical representation such as a picture or line graph

#### **Grade 5—"Exploring Our Heritage" LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

#### **ART**

- 5.1(A) communicate ideas about feelings, self, family, school, and community, using sensory knowledge and life experiences;
- 5.2(A) combine information from direct observation, experience, and imagination to express ideas about self, family, and community
- 5.2(B) compare relationships between design and everyday life
- 5.3(A) compare artworks from several national periods, identifying similarities and differences

- 5.3(B) compare cultural themes honoring history and traditions in American and other artworks
- 5.4(A) analyze personal artworks to interpret meaning

#### **LANGUAGE ARTS**

- 5.5 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the similarities and differences between an original text and its dramatic adaptation.
- 5.18 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
- 5.28 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

#### **SOCIAL STUDIES**

- 5.1(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain
- 5.1(B) describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams
- 5.24(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States

#### **SCIENCE**

- 5.2(C) collect information by detailed observations and accurate measuring
- 5.5(A) classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy

#### **MATH**

- 5.2(A) generate a fraction equivalent to a given fraction such as  $\frac{1}{2}$  and  $\frac{3}{6}$  or  $\frac{4}{12}$  and  $\frac{1}{3}$
- 5.2 (C) compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators
- 5.13 (B) describe characteristics of data presented in tables and graphs including median, mode, and range
- 5.13(C) graph a given set of data using an appropriate graphical representation such as a picture or line graph
- 5.14(A) identify the mathematics in everyday situations
- 5.14(C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem

#### **Grade 5—"Brushing Up on Nature" LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

#### **ART**

- 5.2(A) combine information from direct observation, experience, and imagination to express ideas about self, family, and community;

- 5.2(B) compare relationships between design and everyday life
- 5.3(A) compare artworks from several national periods, identifying similarities and differences;
- 5.3(B) compare cultural themes honoring history and traditions in American and other artworks
- 5.4(B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about properties others to form conclusions about properties.

#### **LANGUAGE ARTS**

- 5.3 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
- 5.3(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures
- 5.18(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing)

#### **SOCIAL STUDIES**

- 5.7(B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains;
- 5.9(A) describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs;
- 5.9(B) analyze the positive and negative consequences of human modification of the environment in the United States, past and present

#### **SCIENCE**

- 5.9(A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements
- 5.9(B) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers
- 5.9(C) predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways

#### **MATH**

- 5.12(B) use experimental results to make predictions
- 5.13(C) graph a given set of data using an appropriate graphical representation such as a picture or line graph
- 5.14(A) identify the mathematics in everyday situations;
- 5.14(B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness
- 5.14(C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem

#### **Grade 5—"Shedding Light on Photography" LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

#### **ART**

- 5.1(B) identify in artworks that color, texture, form, line, space, and value are basic art elements and that the principles such as emphasis, pattern, rhythm, balance, proportion, and unity serve as organize

- 5.2(C) create original artworks and explore photographic imagery, using a variety of art materials and media appropriately
- 5.4(A) analyze personal artworks to interpret meaning
- 5.4(B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about properties

#### **LANGUAGE ARTS**

- 5.16 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

#### **SOCIAL STUDIES**

- 5.5(A) analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions
- 5.17(E) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore
- 5.24(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States

#### **SCIENCE**

- 5.6(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy
- 5.6(C) demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water

#### **MATH**

- 5.11(B) solve problems involving elapsed time
- 5.13(B) describe characteristics of data presented in tables and graphs including median, mode, and range
- 5.13(C) graph a given set of data using an appropriate graphical representation such as a picture or line graph.

#### **Grade 6—"African Art" LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

#### **ART**

- 6.1(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately
- 6.2(C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art
- 6.3(B) compare specific artworks from a variety of cultures

#### **LANGUAGE ARTS**

- 6.6 (C) describe different forms of point-of-view, including first- and third-person
- 6.15 (B) write poems using:
  - (i) poetic techniques (e.g., alliteration, onomatopoeia);

- (ii) figurative language (e.g., similes, metaphors); and
- (iii) graphic elements (e.g., capital letters, line length)
- 6.19(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
  - (iii) predicate adjectives (She is *intelligent*.) and their comparative and superlative forms (e.g., many, more, most);
  - (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);length).

## **SOCIAL STUDIES**

- 6.15(A) define culture and the common traits that unify a culture region
- 6.15(B) identify and describe common traits that define cultures
- 6.16(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions
- 6.18(A) explain the relationships that exist between societies and their architecture, art, music, and literature
- 6.21(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures

## **SCIENCE**

- 6.12(F) diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem.

## **MATH**

- 6.4(B) use tables of data to generate formulas representing relationships involving perimeter, area, volume of a rectangular prism, etc.
- 6.8(A) estimate measurements (including circumference) and evaluate reasonableness of results;
- 6.8(B) select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight
- 6.8(D) convert measures within the same measurement system (customary and metric) based on relationships between units

## **Grade 6—"Reliving the Renaissance" LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

## **ART**

- 6.1(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately
- 6.2(C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art
- 6.3(A) identify in artworks the influence of historical and political events
- 6.3(B) compare specific artworks from a variety of cultures

## **SCIENCE**

- 6.2(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers

- 6.3(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content
- 6.4(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum

#### **LANGUAGE ARTS**

- 6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
- 6.16 Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.

#### **SOCIAL STUDIES**

- 6.3(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?
- 6.15(E) analyze the similarities and differences among various world societies
- 6.18(A) explain the relationships that exist between societies and their architecture, art, music, and literature;
- 6.18(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time
- 6.22(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research

#### **MATH**

- 6.6 (A) use angle measurements to classify angles as acute, obtuse, or right
- 6.6(B) identify relationships involving angles in triangles and quadrilaterals
- 6.6(C) describe the relationship between radius, diameter, and circumference of a circle
- 6.11(A) identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics

#### **Grade 6—"Exploring Trees" LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

#### **ART**

- 6.1(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.
- 6.2(C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art
- 6.4(A) conduct in-progress analyses and critiques of personal artworks

#### **LANGUAGE ARTS**

- 6.14 (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
- 6.14(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized,

and coherent piece of writing

- 6.14(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed
- 6.14(D) edit drafts for grammar, mechanics, and spelling
- 6.14(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences

#### **SOCIAL STUDIES**

- 6.8(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies
- 6.9(A) compare ways in which various societies organize the production and distribution of goods and services
- 6.10(A) define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries

#### **SCIENCE**

- 6.2(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology

#### **MATH**

- 6.8(A) estimate measurements (including circumference) and evaluate reasonableness of results
- 6.8(B) select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight
- 6.10(D) solve problems by collecting, organizing, displaying, and interpreting data
- 6.11(A) identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics

#### **Grade 6—"Vessels of Culture" LEARNER OUTCOMES**

Based on the TEKS (Texas Essential Knowledge and Skills) and STAAR (State of Texas Assessments of Academic Readiness)

The student is expected to...

#### **ART**

- 6.1(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.
- 6.2(B) describe in detail a variety of practical applications for design ideas
- 6.2(C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art.
- 6.3(B) compare specific artworks from a variety of cultures

#### **LANGUAGE ARTS**

- 6.15(B) write poems using:
  - (i) poetic techniques (e.g., alliteration, onomatopoeia);
  - (ii) figurative language (e.g., similes, metaphors); and
  - (iii) graphic elements (e.g., capital letters, line)
- 6.19(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
  - (iii) predicate adjectives (She is *intelligent*.) and their comparative and

superlative forms (e.g., many, more, most);  
(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed)

#### **SOCIAL STUDIES**

- 6.3(D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries.
- 6.18(A) explain the relationships that exist between societies and their architecture, art, music, and literature various world regions and countries.
- 6.22(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research

#### **SCIENCE**

- 6.5(D) identify the formation of a new substance by using the evidence of a possible chemical change such as production of a gas, change in temperature, production of a precipitate, or color change.

#### **MATH**

- 6.6(A) use angle measurements to classify angles as acute, obtuse, or right
- 6.6(B) identify relationships involving angles in triangles and quadrilaterals
- 6.12(A) communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models