

**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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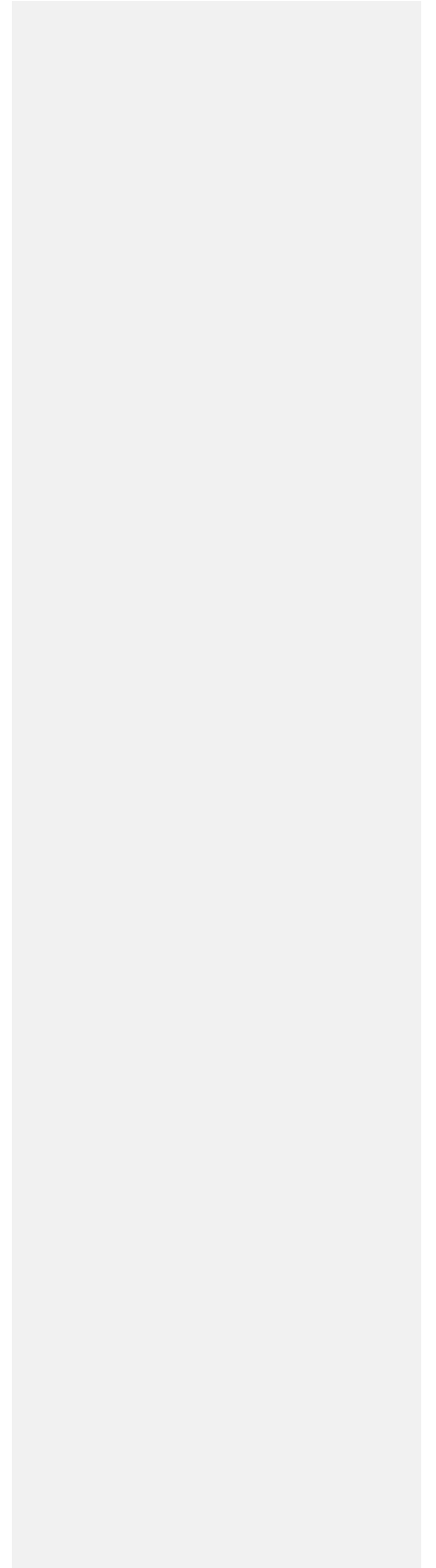
**Independent Study in English Pages 1-3**

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





(C) use writing to organize and  
; support what is known

what needs to be learned about a topic: discover, record, review,  
learn;

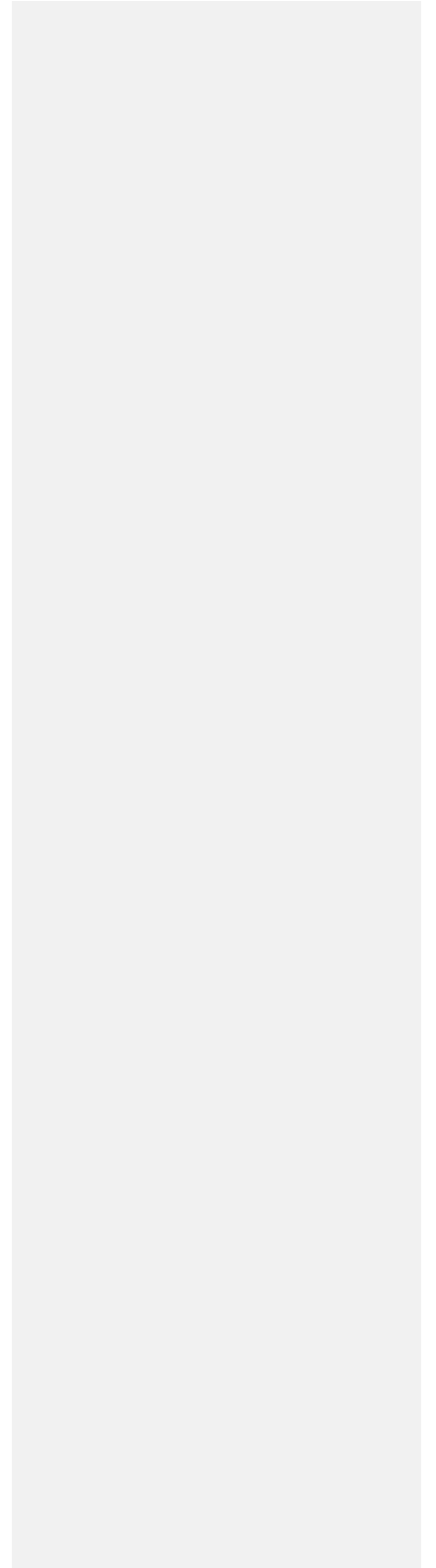
(D) compile written ideas and representations, interpret information into reports,  
summaries, or other formats, and draw conclusions; and

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

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§110.49.

Visual Media Analysis and Production



(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 create a media text and reflect critically on the work produced;

Comment [A4]: It is assumed if you create you are g

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

Source

§110.50 Contemporary Media Literacy (One Credit).

(a) Introduction.

(1)

Students

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.

(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

(b) Knowledge and skills.

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

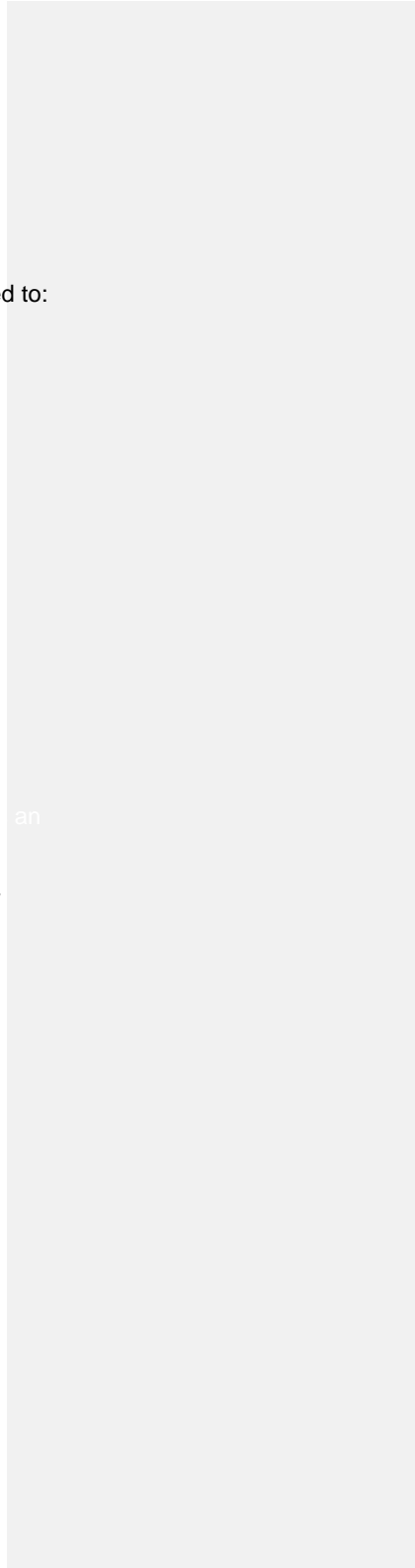
(4) The student analyzes the influence of media. The student is expected to:

- (A) analyze the influence of viewing and listening habits on individuals;
- (B) analyze the influence of media in shaping governmental decisions, social choices, and cultural norms; and
- (C) evaluate standards for "quality programming";
- (D) analyze possible ways to improve mass media.

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

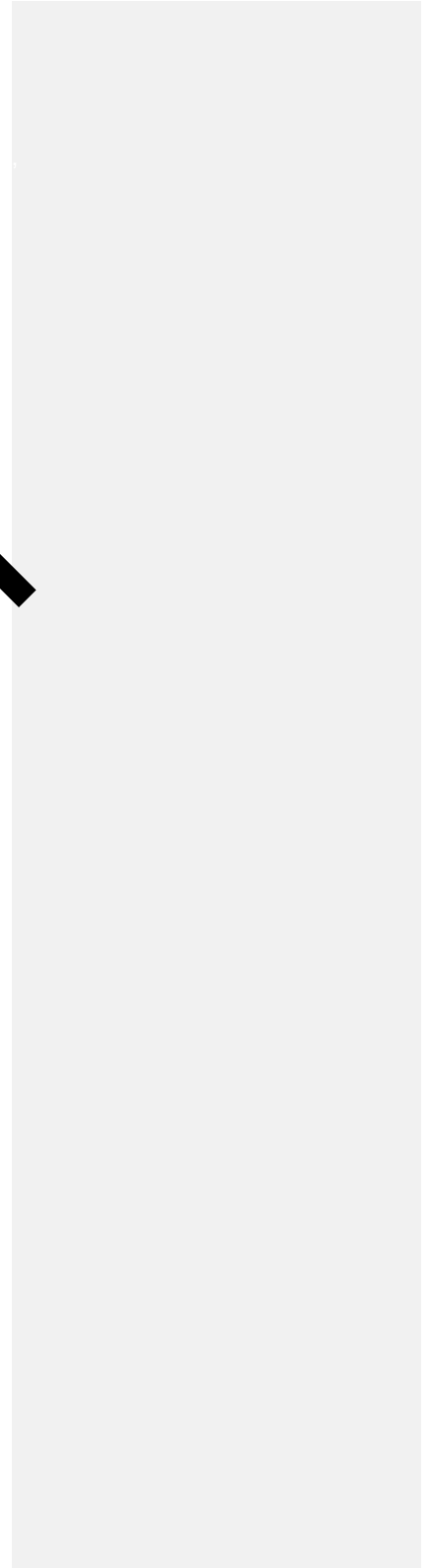


- (A) develop skills for organizing, writing and designing media messages for specific purposes and effects;
- (B) develop technical and communication skills needed by various media personnel;
- (C) plan, organize, produce, and present media messages; and





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§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

(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. [here](#)

and discuss themes and connections that cross cultures

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

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

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

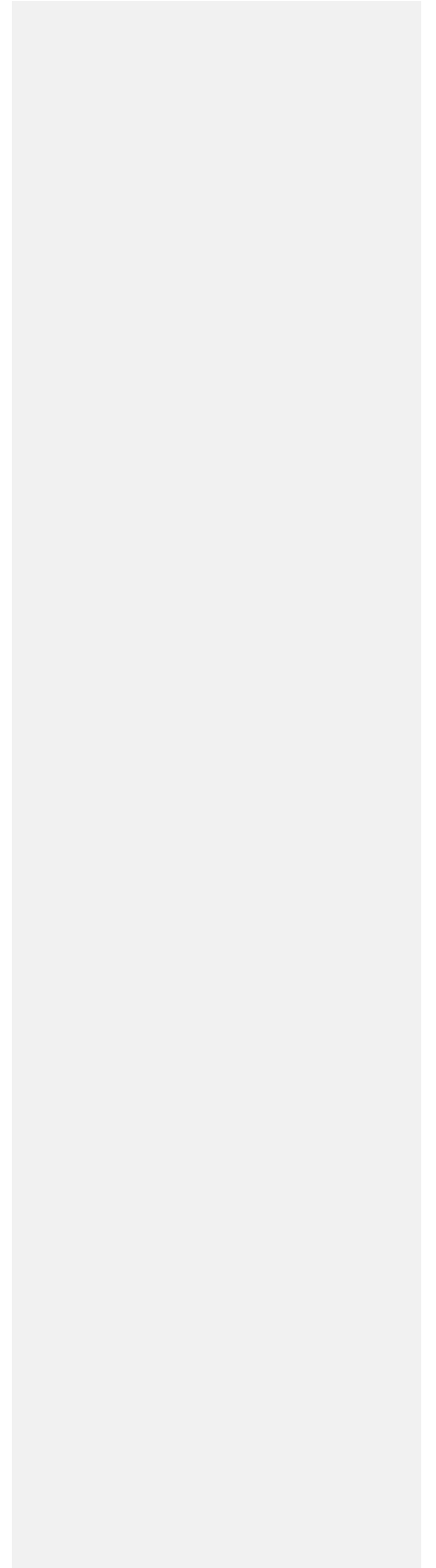
(B) link related information and ideas from a variety of sources

Comment [A7]: emphasis on literary

Comment [A8]: included above

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



(2) The student selects and uses recursive writing processes ~~for~~ 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~~

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

(B) generate and apply peer and self 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.

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§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 half to one credit while developing skills necessary for writing persuasive and informative texts. 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 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.
- (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.

Comment [A1]: Too much information for introduction

Comment [A2]: grammar

(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 essays, scientific reports, speeches, and memoranda;
  - (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 and assigned writing. The student is expected to:
- (A) apply prewriting strategies to generate ideas and plan;
  - (B) employ precise language and technical vocabulary to communicate ideas clearly and concisely;

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

Comment [A4]: Prewriting does not develop voice



(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) revi

(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 documentation manual or form: consistent with your field of study e.g. Modern Language Association (MLA), American

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



(B) use correct spelling

communicate

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

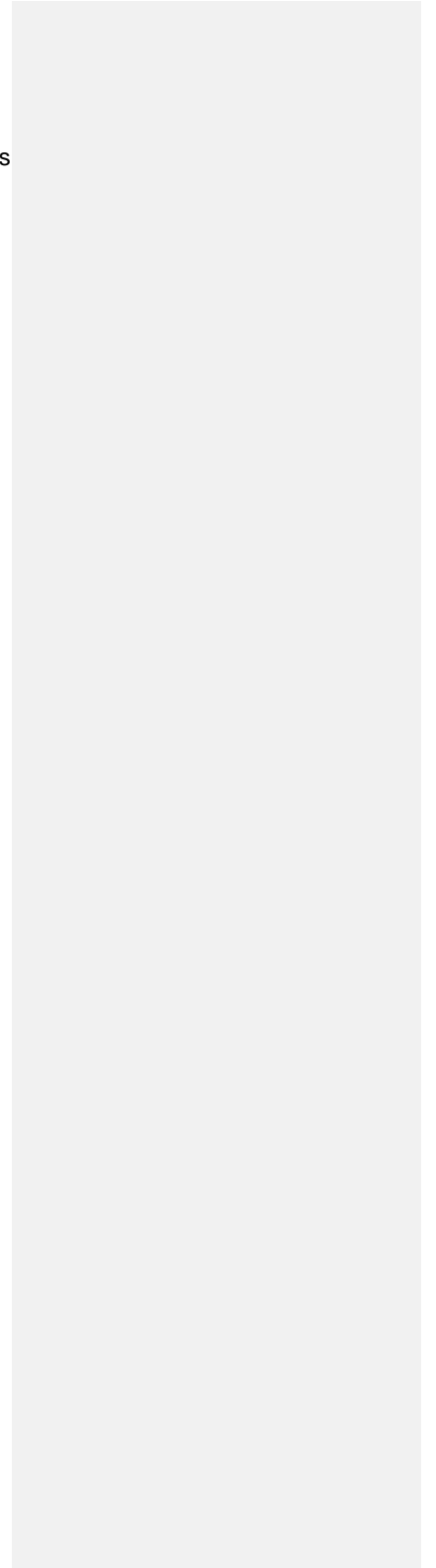
(D) use varied sentence structures to express meanings and achieve desired effect; and

(E) use appropriate vocabulary.

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

(A) apply prewriting strategies to generate ideas

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



(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.

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(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) ~~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 various 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

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



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

