

STATE STANDARDS

Following is an example of FUNDRED DOLLAR BILL PROJECT as it relates to state standards, in this case the **Texas State Standards**:

Texas Essential Knowledge and Skills – Fifth Grade

§110.7. English Language Arts and Reading, Grade 5

(23) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:

(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);

(B) interpret important events and ideas gleaned from maps, charts, graphics, video segments or technology presentations (4-8);

(24) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to:

(A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings (4-5);

(25) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The student is expected to:

(A) select, organize, or produce visuals to complement and extend meanings (4-8);

§112.7. Science, Grade 5.

(11) Science concepts. The student knows that certain past events affect present and future events. The student is expected to:

(A) identify and observe actions that require time for changes to be measurable, including growth, erosion, dissolving, weathering, and flow;

(12) Science concepts. The student knows that the natural world includes earth materials and objects in the sky. The student is expected to:

(A) interpret how land forms are the result of a combination of constructive and destructive forces such as deposition of sediment and weathering;

§113.7. Social Studies, Grade 5.

(5) History. The student understands important issues, events, and individuals of the 20th century in the United States. The student is expected to:

(A) analyze various issues and events of the 20th century such as urbanization, industrialization, increased use of oil and gas, world wars, and the Great Depression;

(7) Geography. The student understands the concept of regions. The student is expected to:

(B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics; and

(C) locate the fifty states on a map and identify regions such as New England and the Great Plains made up of various groups of states.

(19) Citizenship. The student understands the importance of individual participation in the democratic process. The student is expected to:

(A) explain how individuals can participate in civic affairs and political parties at the national level;

(22) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

(B) explain how examples of art, music, and literature reflect the times during which they were created.

§115.7. Health Education, Grade 5.

(8) Influencing factors. The student knows how various factors influence individual, family, and community health throughout the life span. The student is expected to:

(C) describe how a safe school environment relates to a healthy community; and

(D) identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging.

§117.17. Art, Grade 5.

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) communicate ideas about feelings, self, family, school, and community, using sensory knowledge and life experiences;

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

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

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(C) identify the use of art skills in a variety of jobs.

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) analyze personal artworks to interpret meaning;