TExES Core Subjects EC-6 Test (391)

These slides overview information for each domain within the EC-6 391. The domains reviewed include: **Math**, **Social Studies**, **Science**, **ELAR**, and **Fine Arts/ Health/Physical Eduction.**

This test assesses knowledge of early childhood through Grade 6

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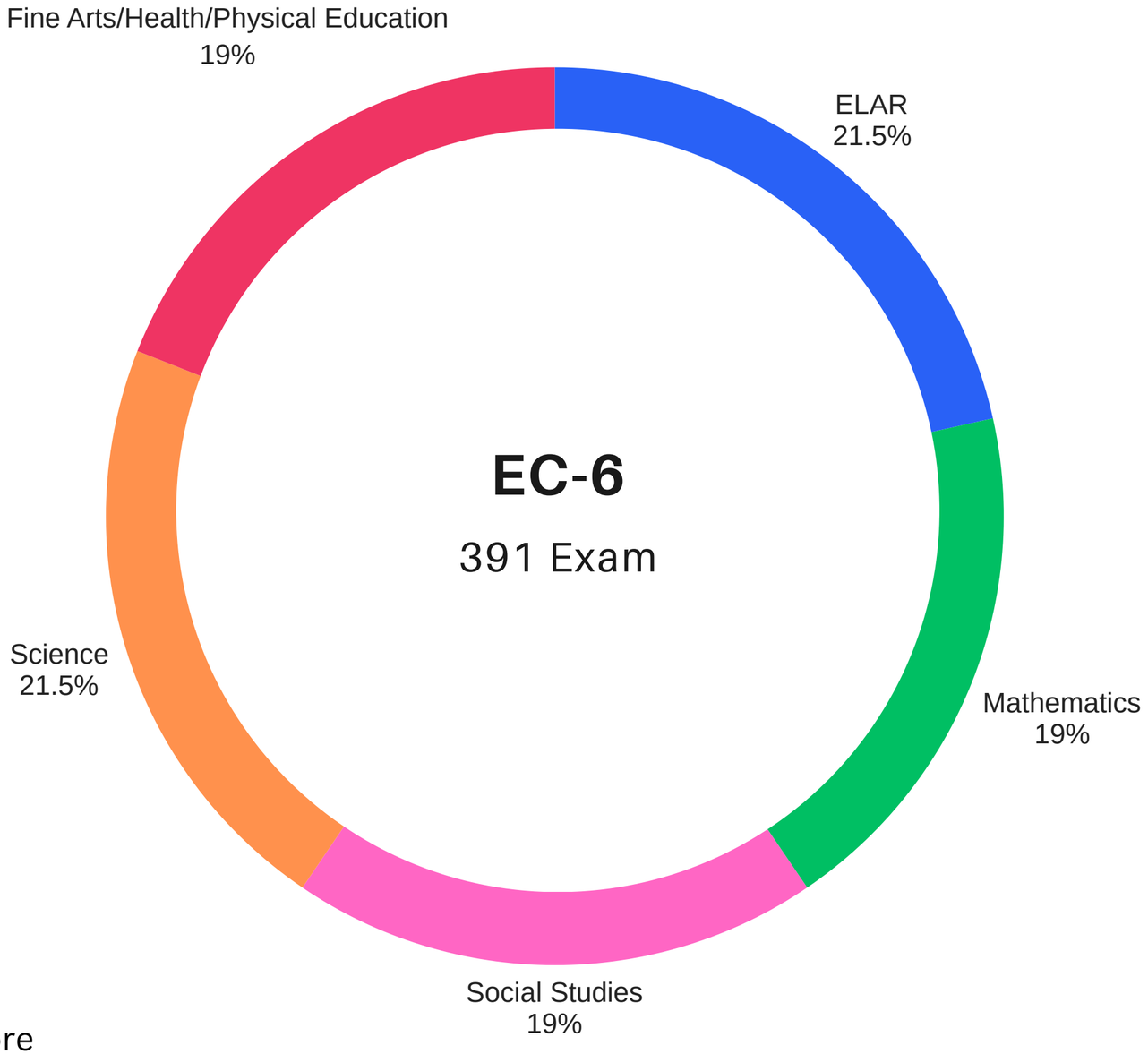
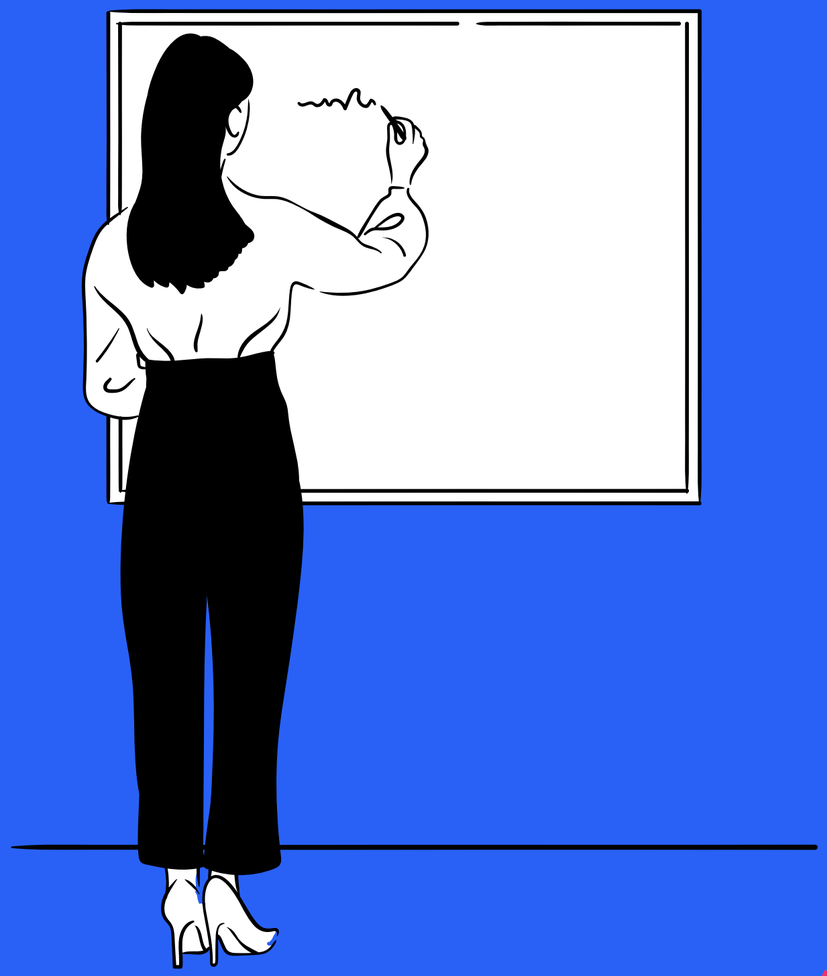


Core Subjects EC-6 Test Preparation

Each section is made up of a number of competencies. Explore each section to learn the breakdown of the competencies and understand the type of questions in that section.



English Language Arts & Reading

ELAR Test Structure

Assesses knowledge and instructional skills in English Language Arts and Reading for early childhood through 6th grade teachers

01. Domain 1 [21.5% of the test]

02. 1 hour & 10 minutes

03. 45 selected-response questions

ORAL LANGUAGE

READING, INQUIRY, & RESEARCH

WORD ANALYSIS & IDENTIFICATION SKILLS

WRITING CONVENTIONS

READING FLUENCY

WRITTEN COMMUNICATION

READING COMPREHENSION & APPLICATIONS

VIEWING & REPRESENTING

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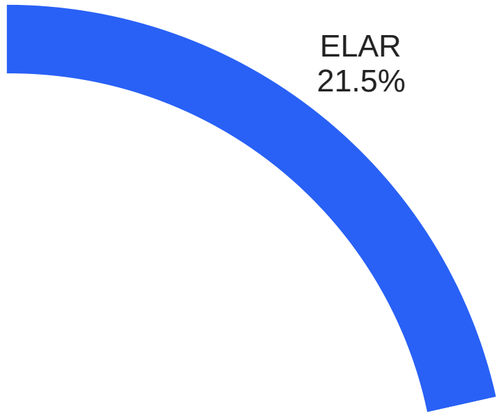


ELAR

10 Competencies

English Language Arts and Reading

This section has 10 competencies. Review the following slides to understand each competency on the test.

Competency 1: Oral Language

This section assesses the understanding of oral language development; the ability to plan, implement, and adapt instruction that fosters listening and speaking skills; integration of oral and written language

Practice Questions

A 3rd-grade teacher wants to build students' oral language skills. Which activity best promotes both speaking and listening development?

A. Students complete a multiple-choice listening test.
B. Students prepare brief presentations and receive peer feedback.
C. Students listen to audiobooks independently.
D. Students copy vocabulary definitions silently.

Which teacher action best supports English learners' oral language development during a read-aloud?

A. Asking students to silently illustrate the story
B. Modeling sentence frames and encouraging partner discussion
C. Having students copy vocabulary words from the board
D. Assessing comprehension using written multiple-choice questions

Competency 1: Oral Language

This section assesses the understanding of oral language development; the ability to plan, implement, and adapt instruction that fosters listening and speaking skills; integration of oral and written language

Answers

B — Oral presentations with feedback develop expressive and receptive language skills.

B — Sentence frames and structured talk increase oral language production.

Competency 2: Word Analysis & Identification Skills

This section assesses knowledge of phonetic, structural, and contextual strategies for word recognition; use of instructional strategies to teach decoding, high-frequency words, and vocabulary sources (ex: dictionaries).

Practice Questions

Which strategy would best help students decode unfamiliar multisyllabic words?

A. Memorize all high-frequency word lists weekly
B. Have students read silently without guidance
C. Teach syllable division patterns and morphological roots
D. Assess students only with spelling quizzes

A student struggles to read the word unhappiness. Which instructional focus would most directly support decoding this word?

A. Context clues
B. Reading the sentence aloud repeatedly
C. Sight-word memorization
D. Identifying the base word and affixes

Competency 2: Word Analysis & Identification Skills

This section assesses knowledge of phonetic, structural, and contextual strategies for word recognition; use of instructional strategies to teach decoding, high-frequency words, and vocabulary sources (ex: dictionaries).

Answers

C — Teaching syllable division and morphemes supports decoding.

D — Structural analysis supports decoding complex words.

Competency 3: Reading Fluency

This section assesses the understanding of the relationship between fluency and comprehension; knowledge of fluency components (rate, accuracy, prosody); and instructional practices to develop fluency.

Practice Questions

A student reads accurately but very slowly and without expression. Which instructional practice would most improve fluency?

A. Independent silent reading only
B. Repeated oral reading with teacher modeling and feedback
C. Memorizing vocabulary lists
D. Writing book reports

Which assessment best helps a teacher evaluate a student's reading fluency?

A. Oral reading with a timed passage
B. Vocabulary quiz
C. Written comprehension test
D. Phonics worksheet

Competency 3: Reading Fluency

This section assesses the understanding of the relationship between fluency and comprehension; knowledge of fluency components (rate, accuracy, prosody); and instructional practices to develop fluency.

Answers

B — Repeated oral reading with modeling builds automaticity and prosody.

A — Timed oral reading assesses rate, accuracy, and expression.

Competency 4: Reading Comprehension and Applications

This section assesses knowledge of comprehension processes; ability to teach literal, inferential, and evaluative comprehension using varied strategies and a range of texts.

Practice Questions

Which classroom question best supports students' inferential comprehension of a narrative?

A. What happened first in the story?
B. How many characters are in the story?
C. Why do you think the character made that choice?
D. Which word means "happy"?

After reading an informational text, which activity best supports synthesis of ideas?

A. Writing a summary that includes key ideas from the entire text
B. Retelling one paragraph
C. Listing unfamiliar vocabulary words
D. Answering literal recall questions only

Competency 4: Reading Comprehension and Applications

This section assesses knowledge of comprehension processes; ability to teach literal, inferential, and evaluative comprehension using varied strategies and a range of texts.

Answers

C — Inferring character motivation requires deeper comprehension.

A — Synthesizing requires integrating information across the text.

Competency 5: Vocabulary Development

This section assesses the understanding of vocabulary instruction (formal and informal) and the ability to select materials and strategies that expand general and academic vocabulary.

Practice Questions

A teacher wants to deepen students' understanding of academic vocabulary. Which strategy is most effective?

A. Students copy definitions from a glossary
B. Students use new words in contextually rich speaking and writing activities
C. Students skip unfamiliar words during reading
D. Students memorize word lists without context

Which teacher practice most effectively promotes long-term vocabulary acquisition?

A. Weekly spelling tests
B. Independent reading without discussion
C. Dictionary definition drills
D. Explicit instruction followed by repeated exposure in varied contexts

Competency 5: Vocabulary Development

This section assesses the understanding of vocabulary instruction (formal and informal) and the ability to select materials and strategies that expand general and academic vocabulary.

Answers

B — Using vocabulary in authentic contexts supports retention and comprehension.

D — Multiple meaningful exposures deepen word knowledge.

Competency 6: Reading, Inquiry, and Research

This section assesses the knowledge of inquiry and research processes; ability to teach students how to pose questions, locate and evaluate information, interpret data in multiple formats, and organize findings.

Practice Questions

After students gather information for a research project, what should the teacher require next?

A. Publish without revision
B. Organize ideas into categories and main points
C. Memorize facts before writing
D. Create a glossary of terms unrelated to the topic

Which student activity best demonstrates effective evaluation of research sources?

A. Choosing the longest article available
B. Selecting sources that confirm personal opinions
C. Comparing information from multiple credible sources
D. Copying information directly from a website

Competency 6: Reading, Inquiry, and Research

This section assesses the knowledge of inquiry and research processes; ability to teach students how to pose questions, locate and evaluate information, interpret data in multiple formats, and organize findings.

Answers

B — Organizing information logically is a key research skill.

C — Evaluating credibility and consistency is central to research.

Competency 7: Writing Conventions

This sections assesses the understanding of standard English conventions and stages of convention acquisition; ability to teach mechanics, grammar, spelling, punctuation, and their application in writing.

Practice Questions

Which activity best helps students improve punctuation accuracy in their writing?

A. Peer editing focusing on punctuation and sentence structure
B. Listening to a lecture on punctuation rules
C. Copying text from a book silently
D. Taking daily spelling tests only

Which instructional approach best supports students who are developing control of capitalization and punctuation?

A. Correcting all errors for students
B. Isolated grammar worksheets only
C. Mini-lessons followed by guided writing practice
D. Ignoring errors until upper grades

Competency 7: Writing Conventions

This sections assesses the understanding of standard English conventions and stages of convention acquisition; ability to teach mechanics, grammar, spelling, punctuation, and their application in writing.

Answers

A — Peer editing reinforces real-world application of conventions.

C — Explicit instruction paired with application supports mastery.

Competency 8: Written Communication

This sections assesses knowledge of the writing process and the ability to support students' development in planning, drafting, revising, editing, and publishing writing for various purposes and audiences.

Practice Questions

A student struggles to organize ideas in an essay. Which instructional support is most helpful?

A. Use a graphic organizer to map ideas before writing
B. Assign a different topic
C. Focus only on grammar correction in drafts
D. Have students read silently

Which teacher practice best supports revision during the writing process?

A. Focusing only on spelling and grammar
B. Asking students to rewrite without feedback
C. Providing specific feedback on clarity and organization
D. Assigning a new topic

Competency 8: Written Communication

This sections assesses knowledge of the writing process and the ability to support students' development in planning, drafting, revising, editing, and publishing writing for various purposes and audiences.

Answers

B — Graphic organizers help plan the structure of writing.

C — Targeted feedback promotes meaningful revision.

Competency 9: Viewing & Representing

This sections assesses understanding of visual literacy; ability to teach students how to interpret, analyze, evaluate, and produce visual and multimedia representations; integration of media into literacy instruction.

Practice Questions

A teacher asks students to compare information presented in a chart and a written passage. What skill is being assessed?

A. Phonemic awareness
B. Silent reading stamina
C. Spelling accuracy
D. Visual and textual interpretation

A student creates a chart to compare characters in a story. Which literacy skill is primarily demonstrated?

A. Phonological awareness
B. Visual representation of textual information
C. Sentence fluency
D. Decoding accuracy

Competency 9: Viewing & Representing

This sections assesses understanding of visual literacy; ability to teach students how to interpret, analyze, evaluate, and produce visual and multimedia representations; integration of media into literacy instruction.

Answers

D — Comparing visuals and text supports interpretation and analysis.

B — Charts visually represent comprehension of text.

Competency 10: Assessment of Developing Literacy

This section assesses knowledge of formal and informal literacy assessments; ability to interpret assessment data to inform instruction, monitor progress, and differentiate support.

Practice Questions

A teacher analyzes running record data and finds a student's reading comprehension score is below grade level. What is the most appropriate next step?

A. Provide targeted instruction based on specific comprehension errors
B. Increase the complexity of the texts immediately
C. Ignore the data and continue with grade-level text
D. Retest with the same passage the next day

Which assessment is most appropriate for monitoring early reading progress over time?

A. End-of-unit multiple-choice test
B. Running records administered periodically
C. Final writing portfolio only
D. Standardized test once per year

Competency 10: Assessment of Developing Literacy

This section assesses knowledge of formal and informal literacy assessments; ability to interpret assessment data to inform instruction, monitor progress, and differentiate support.

Answers

A — Instruction should be guided by assessment results.

B — Running records provide ongoing data on reading development.

Math-ematics

Mathematics Test Structure

Consists of six competencies that reflect both content and instructional knowledge required to pass this portion of the test.

01. Domain 2 [19% of the test]

02. 1 hour & 10 minutes

03. 40 selected-response questions

Mathematics Test

Asssses ability to:

01 Demonstrate mathematical knowledge and reasoning across number concepts, algebra, geometry, measurement, probability, statistics, and problem solving.

02 Apply this mathematical knowledge to instructional practice — that is, how to plan, teach, assess, and support student learning in mathematics.

03 Understand and apply fundamental mathematical processes that support students' development of logical reasoning, problem solving, and connections among mathematical ideas.

MATHEMATICS INSTRUCTION

NUMBER CONCEPTS & OPERATIONS

PATTERNS & ALGEBRA

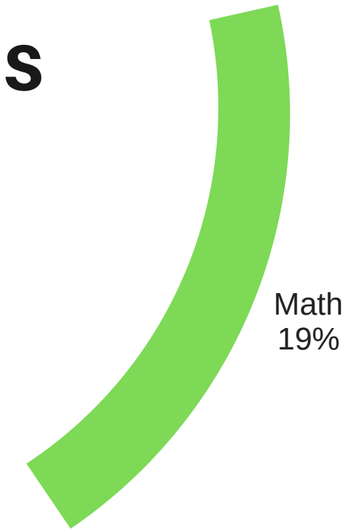
GEOMETRY & MEASUREMENT

PROBABILITY & STATISTICS

MATHEMATICAL PROCESSES

MATHEMATICS

6 Competencies



This section has 6 competencies. Review the following slides to understand each competency on the test.

Competency 1: Mathematics Instruction

This competency focuses on understanding how students learn mathematics and the ability to plan, implement, and evaluate mathematics instruction that is grounded in research-based practices. It also includes appropriate use of manipulatives, tools (e.g., rulers, calculators), technology, and classroom discourse to support conceptual understanding and procedural fluency.

Main Ideas

- Developmentally appropriate math instruction
- Conceptual understanding before procedural fluency
- Use of manipulatives, models, and representations
- Ongoing assessment to guide instruction
- Mathematical discourse and student reasoning

Important Things to Know

- When and why to use manipulatives (base-ten blocks, fraction strips, number lines)
- Differences between formative vs. summative math assessment
- How questioning and discussion support mathematical thinking
- How to differentiate math instruction for diverse learners

Competency 2: Number Concepts & Operations

This competency covers deep knowledge of numbers, place value, operations, and the relationships among them. This includes whole numbers, integers, rational numbers (fractions, decimals, percents), and real numbers; equivalence; number theory (e.g., factors, multiples); and computation strategies.

Main Ideas

- Whole numbers, integers, and rational numbers
- Place value and number relationships
- Addition, subtraction, multiplication, and division
- Multiple representations of numbers
- Estimation and mental math

Important Things to Know

- Place value concepts extend into decimals and fractions
- Relationships among fractions, decimals, and percents
- Properties of operations (commutative, associative, distributive)
- Factors, multiples, prime numbers, GCF, and LCM
- Strategies for explaining why algorithms work

Competency 3: Patterns & Algebra

This competency emphasizes understanding and representing patterns, relations, and algebraic thinking. Topics include functions, linear relationships, algebraic expressions, equations, and proportional reasoning. Teachers must be able to interpret and use multiple representations (tables, graphs, symbolic expressions) and solve problems that involve variables and unknowns.

Main Ideas

- Numeric and geometric patterns
- Functions and relationships
- Use of variables and expressions
- Equality and equations
- Proportional reasoning

Important Things to Know

- How to extend, describe, and justify patterns
- Translating between tables, graphs, words, and symbols
- Meaning of the equals sign as balance, not “the answer”
- Solving simple equations and inequalities
- Modeling real-world situations algebraically

Competency 4: Geometry & Measurement

This competency focuses on geometric properties, spatial reasoning, measurement concepts, and problem solving involving geometric figures. Teachers should be able to guide students to understand shapes, sizes, positions, properties of two- and three-dimensional figures, and measurement (length, area, volume, time, weight). It also includes understanding unit conversions and measurement error concepts.

Main Ideas

- Two- and three-dimensional figures
- Attributes and properties of shapes
- Perimeter, area, volume, and time
- Units of measure and conversions
- Spatial relationships and transformations

Important Things to Know

- Differences between attributes (size, shape) and measurements
- How area and perimeter are related but distinct
- Conceptual understanding of formulas (not just memorization)
- Use of standard and nonstandard units
- Symmetry, congruence, and basic transformations

Competency 5: Probability & Statistics

This competency assesses knowledge of data analysis, measures of central tendency (mean, median, mode), data representation (tables, graphs), and basic probability concepts, including simple and compound events. Teachers must know how to collect, organize, interpret, and draw conclusions from data.

Main Ideas

- Organizing and representing data
- Measures of central tendency
- Variability and range
- Simple probability experiments
- Interpreting graphs and charts

Important Things to Know

- Mean, median, mode, and when each is most useful
- Reading and creating bar graphs, pictographs, and line plots
- Comparing data sets
- Probability as likelihood, not certainty
- Making predictions and justifying conclusions with data

Competency 6: Mathematical Processes

This competency focuses on reasoning, problem solving, and connections across mathematics. Teachers must facilitate students' use of logical reasoning, multiple problem-solving strategies, estimation, and communication of mathematical ideas.

Main Ideas

- Problem-solving strategies
- Logical reasoning
- Mathematical communication
- Connections across concepts
- Evaluation of solutions

Important Things to Know

- Multiple problem-solving strategies (models, drawings, equations)
- Explaining and justifying thinking verbally and in writing
- Evaluating whether an answer is reasonable
- Making connections between math and real-world contexts
- Encouraging persistence and flexible thinking in students

Sample Question 1

A student says that 3/4 is greater than 5/6 because “4 is smaller than 6.” Which teacher response best addresses the student’s misunderstanding?

A. Correct the student and explain the correct answer.
B. Have the student convert both fractions to decimals.
C. Use visual models to compare the sizes of the fractions.
D. Ask the student to memorize common fraction comparisons.

Sample Question 1

Correct Answer: C

Explanation: Visual models (such as fraction strips or area models) help students understand fraction magnitude conceptually rather than relying on incorrect denominator reasoning.

Sample Question 2

A teacher wants students to understand why the formula for the area of a rectangle is length × width. Which activity best supports this goal?

A. Memorizing the formula and completing practice problems
B. Counting unit squares arranged in rows and columns
C. Watching a video explaining area formulas
D. Using a calculator to find area quickly

Sample Question 2

Correct Answer: B

Explanation: Counting unit squares arranged in rows and columns builds conceptual understanding of area and directly supports why the formula works.

Social Studies

Social Studies Test Structure

Consists of five competencies that focus on conceptual understanding and classroom application, not memorization of isolated facts.

01. Domain 3 [19% of the test]

02. 50 minutes

03. 40 selected-response questions

Social Studies Section

The Social Studies section measures your understanding of foundational social studies content and your ability to teach that content effectively in grades EC-6. There are a combination of pedegogy questions based on best practices for teaching certain social studies skills, as well as content knowledge questions that assess your knowledge of US History, Texas History, and World History. Be prepared for questions on chronology, cause and effect, and historical interpretation.

HISTORY

GEOGRAPHY

ECONOMICS

GOVERNMENT & CITIZENHIP

SOCIAL STUDIES SKILLS

SOCIAL STUDIES

5 Competencies

This section has 5 competencies. Review the following slides to understand each competency on the test.

Social Studies
19%

Competency 1: History

Goal: Demonstrate knowledge of historical concepts, U.S. history, world history, and Texas history.

Main Topics:

- Historical thinking skills: chronology, cause and effect, comparison, interpreting evidence
- U.S. history: colonial period, independence, Constitution, Civil War and Reconstruction, 20th-century developments
- Texas history: indigenous peoples, Spanish and Mexican colonization, Texas Revolution, statehood, economy, and culture
- World history: ancient civilizations, exploration, early modern era, key world events
- Understanding how historical events impact society and culture

Competency 2: Geography

Goal: Understand physical and human geography and how to teach it.

Main Topics:

- Geographic tools: maps, globes, GPS, graphs, diagrams
- Physical geography: landforms, climates, natural resources, ecosystems
- Human geography: population, migration, culture, urbanization, economic activity
- Spatial thinking: location, distance, patterns, regions
- Teaching students to analyze geographic information and make connections to historical and current events

Competency 3: Economics

Goal: Demonstrate knowledge of basic economic concepts and how to teach them.

Main Topics:

- Scarcity, supply and demand, opportunity cost
- Types of economic systems (market, command, traditional)
- Goods and services, trade, and markets
- Personal finance concepts (saving, spending, budgeting)
- Teaching economics through hands-on activities, simulations, and problem-solving

Competency 4: Government & Citizenship

Goal: Demonstrate understanding of government, civic responsibilities, and citizenship.

Main Topics:

- Foundations of government: democracy, rule of law, separation of powers
- U.S. Constitution and Bill of Rights
- Texas government and history of its legal system
- Civic engagement: rights, responsibilities, participation
- Teaching strategies to promote civic understanding and decision-making

Competency 5: Social Studies Skills

Goal: Understand how to teach social studies effectively to students in EC-6.

Main Topics:

- Age-appropriate methods for teaching history, geography, economics, and government
- Using primary and secondary sources effectively in lessons
- Integrating reading, writing, and critical thinking into social studies
- Designing instructional strategies that engage students in analysis, interpretation, and civic understanding
- Assessing student learning in social studies (formative and summative assessments)
- Differentiation for diverse learners

Sample Question 1: Pedagogy

A class compares the climate, vegetation, and natural resources of two regions. Which question best guides students to understand how geography influences human activity?

A. How do climate and resources affect the types of food, jobs, and settlements in each region?
B. What is the average temperature in each region, and how does it compare to global averages?
C. How many rivers and lakes are in each region?
D. Which regions have similar natural features but different economic outcomes?

Sample Question 1: Pedegogy

Answer: A

Explanation: Directly connects geography to human behavior

Incorrect answer explanation: D — could be tempting but doesn't focus on the process of human adaptation; B and C are overly factual

Sample Question 2: Content Knowledge

Which of the following best explains why the Battle of San Jacinto was a turning point in the Texas Revolution?

A. It initiated the first conflict between Texas settlers and the Mexican government.
B. It resulted in the capture of the Mexican president and secured Texas independence.
C. It marked the unification of all Native American tribes in Texas.
D. It led to the immediate annexation of Texas by the United States.

Sample Question 2: Content Knowledge

Answer: B

Explanation: This decisive battle resulted in the capture of General Santa Anna and effectively ended major hostilities, leading to Texas independence.

Sample Question 3: Content Knowledge

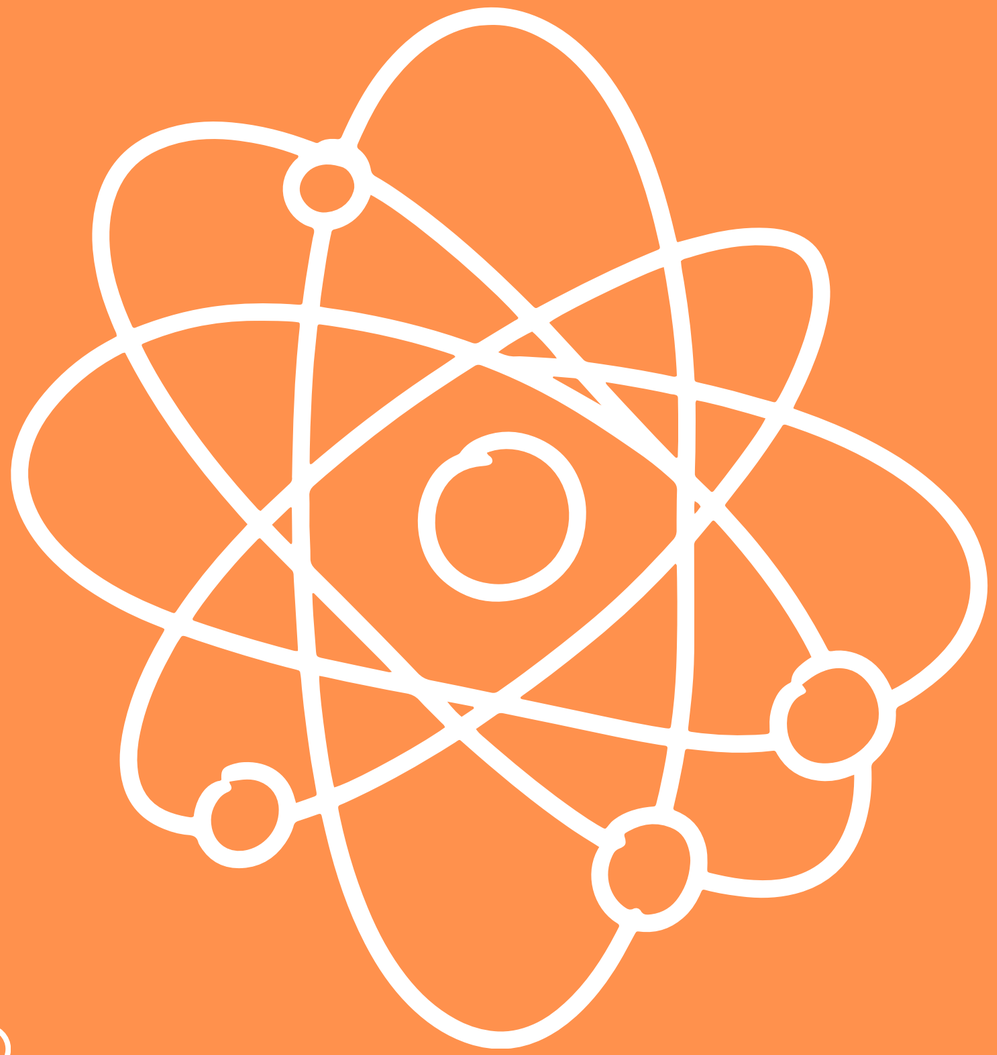
Which event most directly influenced the westward expansion of the United States in the 19th century?

A. Louisiana Purchase
B. Civil Rights Act
C. Spanish-American War
D. Great Depression

Sample Question 3: Content Knowledge

Answer: A

Explanation: The Louisiana Purchase doubled the size of the U.S., providing land for westward migration and settlement.



Science

Science Test Structure

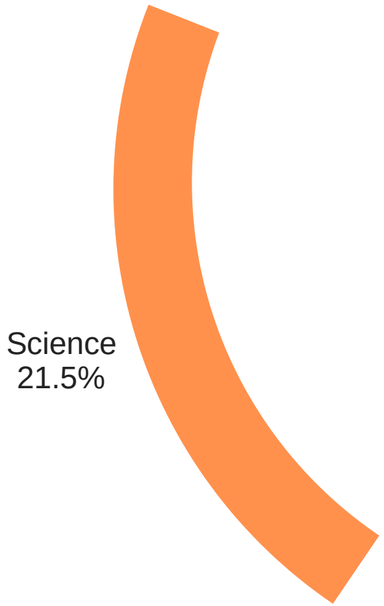
Consists of 18 competencies and assesses both content knowledge and science instruction skills relevant for EC-6 classroom teaching.

01. Domain 4 [21.5% of the test]

02. 55 minutes

03. 45 selected-response questions

1. LAB PROCESSES, EQUIPMENT, & SAFETY
2. HISTORY & NATURE OF SCIENCE
3. IMPACT OF SCIENCE
4. CONCEPTS & PROCESSES
5. STUDENTS AS LEARNERS & SCIENCE INSTRUCTION
6. SCIENCE ASSESSMENT
7. FORCES & MOTION
8. PHYSICAL & CHEMICAL PROPERTIES
9. ENERGY & INTERACTIONS
10. ENERGY TRANSFORMATIONS & CONSERVATION
11. STRUCTURE & FUNCTION OF LIVING THINGS
12. REPRODUCTION & THE MECHANISMS OF HEREDITY
13. ADAPTATIONS & EVOLUTION
14. ORGANISMS & THE ENVIRONMENT
15. STRUCTURE & FUNCTION OF EARTH SYSTEMS
16. CYCLES IN EARTH SYSTEMS
17. ENERGY IN WEATHER & CLIMATE
18. SOLAR SYSTEM & THE UNIVERSE



SCIENCE

18 Competencies

This section has 18 competencies. Review the following slides to understand each competency on the test.

Breakdown of Science Competencies

The competencies are grouped into 4 major conceptual and instructional categories: **Science Instruction & Inquiry, Physical Science, Life Science, & Earth and Space Science.**

Breakdown of Science Competencies

Review the next slides to understand each major conceptual and instructional category.

Science Intstruction & Inquiry

Competency 1-6

Physical Science

Competency 7-10

Life Science

Competency 11-14

Earth & Space Science

Competency 15-18

Science Instruction & Inquiry

Competencies 1-6

Lab Processes, Equipment, and Safety: The teacher understands how to manage learning activities, tools, materials, equipment and technologies to ensure the safety of all students.

History & Nature of Science: The teacher understands the history and nature of science, the process and role of scientific inquiry and the role of inquiry in science instruction.

Impact of Science: The teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.

Concepts & Processes: The teacher knows and understands the unifying concepts and processes that are common to all sciences.

Students as Learners & Science Instruction: The teacher has theoretical and practical knowledge about teaching science and about how students learn science.

Science Assessment: The teacher knows the varied and appropriate assessments and assessment practices for monitoring science learning in laboratory, field and classroom settings.

Physical Science

Competencies 7-10

Forces & Motion: The teacher understands forces and motion and their relationships.

Physical & Chemical Properties: The teacher understands the physical and chemical properties of and changes in matter.

Energy & Interactions: The teacher understands energy and interactions between matter and energy.

Energy Transformations and Conservation: The teacher understands energy transformations and the conservation of matter and energy.

Life Science

Competencies 11-14

Structure and Function of Living Things: The teacher understands the structure and function of living things.

Reproduction and the Mechanisms of Heredity: The teacher understands reproduction and the mechanisms of heredity.

Adaptations and Evolution: The teacher understands adaptations of organisms and the theory of evolution.

Organisms and the Environment: The teacher understands the relationships between organisms and the environment.

Earth & Space Science

Competencies 15-18

Structure and Function of Earth Systems: The teacher understands the structure and properties of Earth materials and systems, including landforms, natural resources, and how Earth's components interact.

Cycles in Earth Systems: The teacher understands Earth's cycles and processes, such as weathering, erosion, the water cycle, and patterns of weather and climate.

Energy in Weather & Climate: The teacher understands the role of energy in Earth systems, particularly the Sun's influence on weather, climate, and surface processes.

Solar System & the Universe: The teacher understands the structure of the solar system and the universe, including the motions and characteristics of celestial objects and their observable patterns.

Sample question 1

Which classroom activity most effectively demonstrates how environmental changes influence organism survival?

A. Labeling diagrams of plant and animal life cycles
B. Sorting animals based on physical traits
C. Simulating a habitat change and observing which traits provide survival advantages
D. Memorizing definitions of adaptation and inheritance

Sample question 1

Answer: C

Explanation: Simulations that link environmental change to trait-based survival support conceptual understanding of adaptation and organism–environment relationships.

Sample question 2

Which explanation best accounts for seasonal temperature differences between summer and winter in Texas?

A. The Earth’s distance from the Sun changes significantly throughout the year
B. The tilt of the Earth’s axis affects the angle and duration of sunlight received
C. The Sun produces more energy during summer months
D. Seasonal winds transport heat unevenly across Earth’s surface

Sample question 2

Answer: B

Explanation: Earth’s axial tilt changes the angle and length of sunlight received at different times of year, producing seasonal temperature variations.

Fine Arts/Health /Physical Education

Fine Arts/ Health/PE Test Structure

Consists of five competencies that focus on content knowledge and effective instructional practices within the content knowledge.

01. Domain 5 [19% of the test]

02. 35 minutes

03. 40 selected-response questions

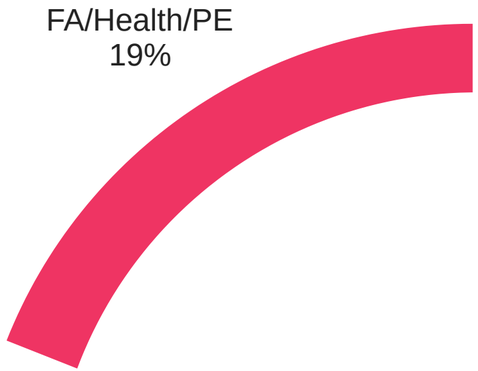
VISUAL ARTS

MUSIC

HEALTH

PHYSICAL EDUCATION

THEATRE



FINE ARTS/ HEALTH/PHYSICAL EDUCATION

5 Competencies

This section has 5 competencies. Review the following slides to understand each competency on the test.

Breakdown of the Fine Arts/ Health/Physical Education Competencies

This domain assesses the teacher's understanding of foundational content knowledge and effective instructional practices across these three areas, with an emphasis on developmentally appropriate instruction aligned to EC–6 standards. Most questions emphasize what students should know and be able to do, with secondary attention to safety, sequencing, and appropriate instructional practices.

Understanding the Fine Arts/ Health/PE Domain

01

Fine Arts: Knowledge of visual arts, music, theatre, and dance, including basic elements (e.g., rhythm, movement, line, form), artistic processes, cultural and historical contexts, and strategies for integrating fine arts into the broader curriculum.

02

Health Education: Concepts related to physical, mental, emotional, and social health; personal safety; nutrition; disease prevention; decision-making skills; and promoting healthy behaviors in children.

03

Physical Education: Fundamental movement skills, physical fitness components, motor development, safety practices, and instructional strategies that support lifelong physical activity and age-appropriate skill progression.

Competency 1: Visual Arts

Key Content to Know

- **Elements of art**: line, shape, color, texture, form, space, value
- **Principles of design**: balance, contrast, emphasis, pattern, rhythm, unity
- **Art processes**: creating, interpreting, evaluating, and responding to art
- **Media and techniques**: drawing, painting, sculpture, collage, printmaking
- **Cultural and historical connections**: art reflects time, place, and culture

Instructional Emphasis

- Age-appropriate exploration over technical mastery
- Encouraging creativity and personal expression
- Using art to support cross-curricular learning

Competency 2: Music

Key Content to Know

- **Elements of music:** rhythm, melody, harmony, tempo, dynamics, timbre, form
- **Musical skills:** singing, moving, playing instruments, listening
- **Notation basics:** high/low pitch, loud/soft, fast/slow
- **Music genres and cultures:** exposure to diverse musical traditions

Instructional Emphasis

- Active music-making rather than passive listening
- Developmentally appropriate vocal ranges and movement
- Using music to support social, emotional, and cognitive development
- Explore music related career options
- Understanding the purpose of music in society

Competency 3: Health

Key Content to Know

- **Health domains:** physical, mental, emotional, social health
- **Nutrition basics:** food groups, balanced meals, healthy choices
- **Personal safety:** injury prevention, substance awareness, personal boundaries
- **Disease prevention:** hygiene, wellness habits
- **Decision-making skills:** recognizing risks, making healthy choices

Instructional Emphasis

- Promoting lifelong healthy behaviors
- Teaching age-appropriate safety strategies
- Supporting self-awareness and responsible decision-making

Competency 4: Physical Education

Key Content to Know

- **Fundamental movement skills:** running, jumping, throwing, catching, balancing
- **Motor development:** progression from simple to complex skills
- **Components of fitness:** strength, endurance, flexibility, coordination
- **Rules and safety:** appropriate use of equipment, personal space
- **Benefits of physical activity:** physical, mental, and social well-being

Instructional Emphasis

- Inclusion and participation for all students, modification of movements
- Developmentally appropriate activities
- Encouraging enjoyment of movement and physical activity, understanding benefits of a healthy lifestyle

Competency 5: Theatre

Key Content to Know

- **Theatre elements:** character, setting, plot, dialogue, audience
- **Drama activities:** role-play, improvisation, storytelling
- **Dance elements:** body, space, time, energy
- **Types of movement:** locomotor and non-locomotor
- **Technical elements:** create environments for dramatic play and enhance characterization, mood, theme, and setting with technical elements

Instructional Emphasis

- Emphasis on process, not performance quality
- Safe use of space and physical awareness
- Supporting communication, collaboration, and imagination
- Integration with instruction of other subjects
- Understand relation to history and society

Exam Tips

- **Classroom scenarios are common:** Questions often test whether you can apply content knowledge appropriately for EC–6 students, not just recall facts.
- **Safety and inclusion are frequent distractors:** Answers that neglect student safety or developmental appropriateness are usually incorrect.
- **Process over performance:** In arts and PE, the focus is on student participation, creativity, and skill development, not professional-level execution.
- **Cross-disciplinary connections:** Be aware of ways fine arts, health, and PE support social-emotional learning and cognitive development.

Sample Question 1

Which activity most effectively develops upper-body coordination in a second-grade PE class?

A. Tossing and catching beanbags or small balls in pairs
B. Walking and jogging laps around the gym
C. Stretching your legs
D. Completing the pacer test

Sample Question 1

Answer: A

Explanation: Tossing and catching promotes hand-eye coordination, timing, and motor skill development.

Sample Question 2

A steady beat in music is best described as:

A. The pattern of long and short sounds
B. The underlying pulse that remains consistent throughout a piece
C. Changes in loudness and softness
D. The sequence of notes that form a melody

Sample Question 2

Answer: B

Explanation: The steady beat is the consistent pulse that supports rhythm and meter.

Additional Resources

Breakdown of EC-6 391 Test

Thank You

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