

TEKS	Description	...is found in these Quests:
<b>Art I</b>		
1A	Consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork	Gamers 1,2,3,4,5,6,7,8,9,10 Foodies 1,2,5,8 Live @ the Fair 1,2,4,5,6,7,8,9,10,11 Cars/Crafts/Commerce 1,2,3,4,5,6,7,8,9,10
1B	identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork	Gamers 1,2,4,5,6,8 Live @ the Fair 3,4,7,8 Cars/Crafts/Commerce 1,6,7,8
1C	identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork	Foodies 3,4 Live @ the Fair 4,6,8,11 Cars/Crafts/Commerce 2,6,7,8
1D	make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately	Foodies 5,7,9,10 Live @ the Fair 2,6,10 Cars/Crafts/Commerce 3,4,5
2A	Use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination	Gamers 3,7,10 Foodies 3,6,8 Live @ the Fair 2,8,9 Cars/Crafts/Commerce 5,9
2B	Communicate a variety of applications for design solutions	Gamers 4 Foodies 1 Live @ the Fair 11 Cars/Crafts/Commerce 2
2C	Use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	Gamers 3,8,9 Cars/Crafts/Commerce 5
2D	Create original artwork to communicate thoughts, feelings, ideas, or impressions	Foodies 7,9,10 Live @ the Fair 1,5,9,10 Cars/Crafts/Commerce 3,6,8

2E	Collaborate to create original works of art	Foodies 2
2F	Demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media	Foodies 4,5,6,10 Live @ the Fair 2,6,7,8,10 Cars/Crafts/Commerce 1,3,4,7
3A	Compare and contrast historical and contemporary styles while identifying general themes and trends	Gamers 7 Foodies 7,9 Live @ the Fair 9 Cars/Crafts/Commerce 9
3B	Describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage	Foodies 6
3C	Collaborate on community-based art projects	Foodies 2
4A	Interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	Gamers 1,2,4 Foodies 3,5,6,8,9,10 Live @ the Fair 7,9,10,11 Cars/Crafts/Commerce 2,6,8
4B	Evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork	Foodies 7 Cars/Crafts/Commerce 4

## Art II

1A	Use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks	Foodies 2 Live @ the Fair 6,7,9,10,11 Cars/Crafts/Commerce 1,2,3,4,5,7
1B	Identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	Gamers 1,2,4 Live @ the Fair 3 Cars/Crafts/Commerce 1,6,8
1C	Identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	Foodies 10 Live @ the Fair 11 Cars/Crafts/Commerce 2,6,8
1D	Explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately	Foodies 5,9,10 Live @ the Fair 1,2 Cars/Crafts/Commerce 3

2A	Create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent	Foodies 5,6,7,10 Live @ the Fair 2,4,6,8 Cars/Crafts/Commerce 7,8
2B	Apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions	Gamers 4,7 Foodies 4 Live @ the Fair 1,11 Cars/Crafts/Commerce 2
2C	Use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	Foodies 3 Cars/Crafts/Commerce 5
2D	Create original artwork to communicate thoughts, feelings, ideas, or impressions	Foodies 6 Live @ the Fair 2,7,8,9,10 Cars/Crafts/Commerce 1,4,6,7
2E	Collaborate to create original works of art	Foodies 2
2F	Select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	Live @ the Fair 5,6 Cars/Crafts/Commerce 3
3A	Examine selected historical periods or styles of art to identify general themes and trends	Gamers 8,9 Foodies 7,9 Live @ the Fair 9 Cars/Crafts/Commerce 7
3C	Collaborate on community-based art projects	Gamers 10
4A	Interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	Foodies 5 Live @ the Fair 6,10
4B	Evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork	Gamers 9 Cars/Crafts/Commerce 4
4C	Use responses to artwork critiques to make decisions about future directions in personal work	Live @ the Fair 4,11
4D	Construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning	Cars/Crafts/Commerce 5
4E	Select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	Foodies 10 Cars/Crafts/Commerce 5

TEKS	Description	...is found in these Quests:
<b>Exploring Careers</b>		
EC1B	explore the career clusters as defined by the U.S. Department of Education	Gamers 3
EC2B	make oral presentations that fulfill specific purposes using appropriate technology	Foodies 4
EC2C	develop and analyze tables, charts, and graphs related to career interests	Gamers 1 Foodies 1
EC3E	demonstrate decision-making skills related to school and community issues, programs of study, and career planning	Foodies 3,4
EC4B	use interpersonal skills to facilitate effective teamwork	Foodies 4
EC4C	use a problem-solving model and critical-thinking skills to make informed decisions	Gamers 4 Foodies 4
EC4E	effectively use information and communication technology tools	Foodies 4
EC8A	complete actual or virtual labs to simulate the technical skills required in various occupations	Foodies 3
<b>Problems &amp; Solutions</b>		
PS1A	select an original independent study project for personal enrichment and professional development	Live @ the Fair 3
PS1C	collaborate with an interdisciplinary team to develop a project	Gamers 2,4 Cars/Crafts/Commerce 2
PS1F	use scientific methods of investigation	Gamers 2,4
PS1G	apply statistical concepts to analyze data, evaluate results, and draw conclusions	Gamers 4,6 Cars/Crafts/Commerce 1,2,3,4
PS1H	compare and contrast findings in a coherent and organized manner	Gamers 2 Foodies 2 Cars/Crafts/Commerce 1,2,3
PS2A	listen actively and effectively in group discussions	Gamers 5,6 Live @ the Fair 8 Cars/Crafts/Commerce 5

PS2B	use a variety of resources to access, process, and collect data relevant to the project	Gamers 2 Foodies 2 Live @ the Fair 1,2,7 Cars/Crafts/Commerce 2,5
PS2C	document the time and cost to accomplish the project goal	Live @ the Fair 1
PS4B	use resources to complete a project	Live @ the Fair 2,8 Cars/Crafts/Commerce 4
PS5A	use search engines, databases, and other digital electronic tools effectively to locate information	Cars/Crafts/Commerce 4
PS5B	evaluate quality, accuracy, completeness, reliability, and currency of information from any source	Live @ the Fair 2
PS5C	prepare, organize, and present independent research, mentor experiences, and processes	Live @ the Fair 4 Cars/Crafts/Commerce 1,3,4

### Career Portals

CP.1.A	identify the various career opportunities within one or more career clusters	Gamers 5
CP.4.G	recognize the value of community service and volunteerism	Live @ the Fair 4

### Career Preparation I

CPL.1.A	identify employment opportunities	Foodies 8,9 Live @ the Fair 10,11 Cars/Crafts/Commerce 9
CPL.2.B	demonstrate dependability, punctuality, and initiative	Live @ the Fair 10
CPL.2.E	exhibit productive work habits, ethical practices, and a positive attitude	Cars/Crafts/Commerce 9
CPL.2.F	demonstrate the ability to work with the other employees to support the organization and complete assigned tasks	Live @ the Fair 10,11
CPL.2.H	evaluate the relationship of good physical and mental health to job success and personal achievement	Gamers 8
CPL.3.E	develop listening skills	Live @ the Fair 4

CP1.3.G	identify ethical standards	Live @ the Fair 11
CP1.4.A	apply mathematical skills to business transactions	Live @ the Fair 4
CP1.4.C	interpret data from tables, charts, and graphs to estimate and find solutions to problems	Gamers 8 Foodies 10 Live @ the Fair 9
CP1.4.D	organize, write, and compile workplace business documents	Foodies 8,10 Live @ the Fair 9
CP1.5.E	research and describe laws related to different careers	Live @ the Fair 10
CP1.6.A	identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	Gamers 8
CP1.7.A	identify and apply safe working practices related to training station	Foodies 8
CP1.7.B	demonstrate knowledge of personal and occupational safety practices in the workplace	Foodies 8
CP1.8.A	analyze the future employment outlook in the occupational area	Cars/Crafts/Commerce 8
CP1.8.B	describe entrepreneurial opportunities in the occupational area	Cars/Crafts/Commerce 8
<b>Career Preparation II</b>		
CP2.4.A	apply critical- and creative-thinking skills to solve complex problems	Cars/Crafts/Commerce 10
CP2.4.C	analyze and apply data from tables, charts, and graphs to find solutions to problems	Cars/Crafts/Commerce 10
CP2.4.E	read and write technical reports and summaries	Cars/Crafts/Commerce 10
CP2.4.F	apply effective verbal, nonverbal, written, and electronic communication skills	Cars/Crafts/Commerce 10

TEKS	Description	...is found in these Quests:
<b>English I</b>		
E1(1)(A)	Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes	Gamers 9
E1(1)(C)	Produce analogies that describe a function of an object or its description	Cars/Crafts/Commerce 9
E1(11)(B)	analyze factual, quantitative, or technical data presented in multiple graphical sources.	Gamers 1 Foodies 1
E1(13)(A)	Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea	Foodies 7 Cars/Crafts/Commerce 1
E1(13)(B)	Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning	Foodies 7 Cars/Crafts/Commerce 1
E1(13)(C)	Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	Foodies 7 Cars/Crafts/Commerce 1
E1(13)(D)	Edit drafts for grammar, mechanics, and spelling	Foodies 7 Cars/Crafts/Commerce 1
E1(13)(E)	Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Foodies 7 Cars/Crafts/Commerce 1
E1(14)(A)	Write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot	Live @ the Fair 10



E1(14)(B)	Write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads)	Foodies 9 Live @ the Fair 1 Cars/Crafts/Commerce 7
E1(15)(D)	produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.	Gamers 9 Foodies 1 Live @ the Fair 6,7
E1(16)(A)	Write an argumentative essay to the appropriate audience that includes a clear thesis or position based on logical reasons supported by precise and relevant evidence	Live @ the Fair 7
E1(23)(C)	Synthesize the research into a written or an oral presentation that uses graphics and illustrations to help explain concepts where appropriate	Gamers 9
E1(25)	Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	Live @ the Fair 6,7

English II		
E2(1)(A)	Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes	Gamers 3
E2(14)(A)	Write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone	Live @ the Fair 3,11
E2(14)(B)	Write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads)	Cars/Crafts/Commerce 3



E2(15)(B)(i)	Write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: organized and accurately conveyed information	Foodies 3
E2(15)(D)	Produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.	Foodies 3,8
E2(16)(A)	Write an argumentative essay to the appropriate audience that includes a clear thesis or position based on logical reasons supported by precise and relevant evidence	Gamers 5
E2(16)(B)	Write an argumentative essay to the appropriate audience that includes consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)	Gamers 5
E2(17)(C)	Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	Live @ the Fair 3
E2(18)(A)	Use conventions of capitalization	Live @ the Fair 3
E2(19)	Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	Live @ the Fair 3
E2(23)(C)	uses graphics and illustrations to help explain concepts where appropriate	Gamers 3
E2(25)	Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	Foodies 8

E2(26)	Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	Foodies 8
<b>English III</b>		
E3(1)(A)	determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes	Gamers 6
E3(11)(B)	translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	Gamers 2
E3(14)(A)	write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone	Live @ the Fair 5
E3(14)(B)	write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse)	Foodies 2
E3(15)(D)	produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	Gamers 7 Live @ the Fair 2 Cars/Crafts/Commerce 2
E3(16)(A)	Write an argumentative essay to the appropriate audience that includes a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs	Gamers 8
E3(16)(B)	Write an argumentative essay to the appropriate audience that includes accurate and honest representation of divergent views (i.e., in the author's own words and not out of context)	Gamers 8

E3(16)(C)	Write an argumentative essay to the appropriate audience that includes an organizing structure appropriate to the purpose, audience, and context	Gamers 8
E3(21)(C)	Paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	Gamers 7 Live @ the Fair 2
E3(23)(A)	Synthesize the research into an extended written or oral presentation that provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information	Gamers 7 Live @ the Fair 2
E3(25)	Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	Cars/Crafts/Commerce 2
E3(26)	Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	Cars/Crafts/Commerce 2

English IV		
E4(1)(A)	Determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes	Gamers 4,10 Foodies 6
E4(14)(A)	Write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone;	Foodies 6,10 Cars/Crafts/Commerce 4,6
E4(14)(B)	Write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and	Live @ the Fair 9
E4(14)(C)	Write a script with an explicit or implicit theme, using a variety of literary techniques.	Foodies 4
E4(15)(B) (i)	Write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: a clearly stated purpose combined with a well-supported viewpoint on the topic;	Gamers 10
E4(15)(iv)	Write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: accurate technical information in accessible language; and	Gamers 10
E4(15)(B)(v)	Write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: appropriate organizational structures supported by facts and details (documented if appropriate);	Gamers 10
E4(15)(D)	Produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	Gamers 4,6 Cars/Crafts/Commerce 8
E4(16)(A)	Write an argumentative essay to the appropriate audience that includes a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)	Live @ the Fair 8

E4(16)(B)	Write an argumentative essay to the appropriate audience that includes accurate and honest representation of divergent views (i.e., in the author's own words and not out of context)	Live @ the Fair 8
E4(16)(C)	Write an argumentative essay to the appropriate audience that includes an organizing structure appropriate to the purpose, audience, and context;	Live @ the Fair 8
E4(16)(D)	Write an argumentative essay to the appropriate audience that includes information on the complete range of relevant perspectives	Live @ the Fair 8
E4(16)(E)	Write an argumentative essay to the appropriate audience that includes demonstrated consideration of the validity and reliability of all primary and secondary sources used	Live @ the Fair 8
E4(16)(F)	Write an argumentative essay to the appropriate audience that includes language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)	Foodies 4
E4(18)	Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.	Foodies 10 Live @ the Fair 9 Cars/Crafts/Commerce 4,6
E4(19)	Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	Foodies 10 Live @ the Fair 9 Cars/Crafts/Commerce 4 Cars/Crafts/Commerce 6
E4(20)(B)	Formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	Live @ the Fair 4
E4(21)(A)	Follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;	Live @ the Fair 4 Cars/Crafts/Commerce 5

E4(21)(B)	Systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and	Live @ the Fair 4 Cars/Crafts/Commerce 5
E4(21)(C)	Paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	Cars/Crafts/Commerce 5
E4(23)(A)	Synthesize research into an extended written or oral presentation that provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	Cars/Crafts/Commerce 5
E4(23)(B)	Synthesize research into an extended written or oral presentation that uses a variety of formats and rhetorical strategies to argue for the thesis;	Cars/Crafts/Commerce 5
E4(23)(C)	Synthesize research into an extended written or oral presentation that develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;	Cars/Crafts/Commerce 5
E4(23)(D)	Synthesize research into an extended written or oral presentation that uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and	Live @ the Fair 4 Cars/Crafts/Commerce 5
E4(23)(E)	Synthesize research into an extended written or oral presentation that is of sufficient length and complexity to address the topic.	Live @ the Fair 4 Cars/Crafts/Commerce 5
E4(24)(B)	Assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.	Foodies 5
E4(25)	Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	Foodies 4

E4(26)	Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	Foodies 5
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TEKS	Description	...is found in these Quests:
<b>Algebra I</b>		
A.1.B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	Cars/Crafts/Commerce 1
A.1.F	analyze mathematical relationships to connect and communicate mathematical ideas	Cars/Crafts/Commerce 1
A.2.A	determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities	Gamers 1
A.2.B	write linear equations in two variables in various forms, including $y = mx + b$ , $Ax + By = C$ , and $y - y_1 = m(x - x_1)$ , given one point and the slope and given two points	Foodies 1
A.2.C	write linear equations in two variables given a table of values, a graph, and a verbal description	Foodies 1
A.2.D	write and solve equations involving direct variation	Gamers 1
A.2.H	write linear inequalities in two variables given a table of values, a graph, and a verbal description	Gamers 1 Foodies 1
A.3.A	determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including $y = mx + b$ , $Ax + By = C$ , and $y - y_1 = m(x - x_1)$	Gamers 1
A.3.B	calculate the rate of change of a linear function represented tabularly, graphically, or algebraically in context of mathematical and real-world problems	Live @ the Fair 1 Cars/Crafts/Commerce 1
A.3.C	graph linear functions on the coordinate plane and identify key features, including $x$ -intercept, $y$ -intercept, zeros, and slope, in mathematical and real-world problems	Gamers 1 Live @ the Fair 1 Cars/Crafts/Commerce 1

A.3.D	graph the solution set of linear inequalities in two variables on the coordinate plane	Foodies 1
A.4.B	compare and contrast association and causation in real-world problems	Live @ the Fair 1 Cars/Crafts/Commerce 1
<b>Algebra II</b>		
A2.2.A	graph the functions $f(x)=\sqrt{x}$ , $f(x)=1/x$ , $f(x)=x^3$ , $f(x)=\sqrt[3]{x}$ , $f(x)=b^x$ , $f(x)= x $ , and $f(x)=\log_b(x)$ where $b$ is 2, 10, and $e$ , and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval;	Cars/Crafts/Commerce 2
A2.3.C	solve, algebraically, systems of two equations in two variables consisting of a linear equation and a quadratic equation	Live @ the Fair 2
A2.3.E	formulate systems of at least two linear inequalities in two variables;	Foodies 2
A2.3.F	solve systems of two or more linear inequalities in two variables;	Foodies 2
A2.3.G	determine possible solutions in the solution set of systems of two or more linear inequalities in two variables.	Foodies 2
A2.4.B	write the equation of a parabola using given attributes, including vertex, focus, directrix, axis of symmetry, and direction of opening;	Gamers 2
A2.4.D	transform a quadratic function $f(x) = ax^2 + bx + c$ to the form $f(x) = a(x - h)^2 + k$ to identify the different attributes of $f(x)$ ;	Gamers 2
A2.7.I	write the domain and range of a function in interval notation, inequalities, and set notation.	Cars/Crafts/Commerce 2

<b>Geometry</b>		
G.1.A	apply mathematics to problems arising in everyday life, society, and the workplace	Gamers 3 Cars/Crafts/Commerce 3
G.1.B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	Foodies 3

G.1.D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	Gamers 3
G.1.E	create and use representations to organize, record, and communicate mathematical ideas	Gamers 3
G.1.F	analyze mathematical relationships to connect and communicate mathematical ideas	Cars/Crafts/Commerce 3
G.1.G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	Cars/Crafts/Commerce 3
G.2.B	derive and use the distance, slope, and midpoint formulas to verify geometric relationships, including congruence of segments and parallelism or perpendicularity of pairs of lines	Live @ the Fair 3
G.3.B	determine the image or pre-image of a given two-dimensional figure under a composition of rigid transformations, a composition of non-rigid transformations, and a composition of both, including dilations where the center can be any point in the plane	Foodies 3
G.4.B	identify and determine the validity of the converse, inverse, and contrapositive of a conditional statement and recognize the connection between a biconditional statement and a true conditional statement with a true converse	Cars/Crafts/Commerce 3
G.5.A	investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal, criteria required for triangle congruence, special segments of triangles, diagonals of quadrilaterals, interior and exterior angles of polygons, and special segments and angles of circles choosing from a variety of tools	Foodies 3
G.5.B	construct congruent segments, congruent angles, a segment bisector, an angle bisector, perpendicular lines, the perpendicular bisector of a line segment, and a line parallel to a given line through a point not on a line using a compass and a straightedge	Foodies 3 Live @ the Fair 3

G.5.C	use the constructions of congruent segments, congruent angles, angle bisectors, and perpendicular bisectors to make conjectures about geometric relationships	Foodies 3 Live @ the Fair 3
G.10.A	identify the shapes of two-dimensional cross-sections of prisms, pyramids, cylinders, cones, and spheres and identify three-dimensional objects generated by rotations of two-dimensional shapes	Gamers 3
G.11.B	determine the area of composite two-dimensional figures comprised of a combination of triangles, parallelograms, trapezoids, kites, regular polygons, or sectors of circles to solve problems using appropriate units of measure	Live @ the Fair 3
<b>Pre-Cal</b>		
PC.2.E	determine an inverse function, when it exists, for a given function over its domain or a subset of its domain and represent the inverse using multiple representations;	Live @ the Fair 4
PC.2.N	analyze situations modeled by functions, including exponential, logarithmic, rational, polynomial, and power functions, to solve real-world problems;	Cars/Crafts/Commerce 4
<b>AQR</b>		
AQR.4.E	use probabilities to make and justify decisions about risks in everyday life;	Gamers 4
AQR.4.F	calculate expected value to analyze mathematical fairness, payoff, and risk;	Gamers 4
AQR.1.A	apply mathematics to problems arising in everyday life, society, and the workplace;	Foodies 4
AQR.1.B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;	Foodies 4
AQR.1.C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;	Foodies 4
AQR.1.E	create and use representations to organize, record, and communicate mathematical ideas;	Foodies 4

TEKS	Description	...is found in these Quests:
<b>Biology</b>		
1B	demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials.	Foodies 9
2B	know that hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power which have been tested over a wide variety of conditions are incorporated into theories;	Gamers 9
2C	know that scientific theories are based on natural and physical phenomena know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed;	Gamers 9
6D	recognize that gene expression is a regulated process;	Gamers 9
6F	predict possible outcomes of various genetic combinations such as monohybrid crosses, dihybrid crosses and non-Mendelian inheritance;	Gamers 9
7D	analyze and evaluate how the elements of natural selection, including inherited variation, the potential of a population to produce more offspring than can survive, and a finite supply of environmental resources, result in differential reproductive success;	Gamers 9
8A	define taxonomy and recognize the importance of a standardized taxonomic system to the scientific community;	Cars/Crafts/Commerce 9
8B	categorize organisms using a hierarchical classification system based on similarities and differences shared among groups; and	Cars/Crafts/Commerce 9
8C	compare characteristics of taxonomic groups, including archaea, bacteria, protists, fungi, plants, and animals.	Cars/Crafts/Commerce 9

9A	compare the structures and functions of different types of biomolecules, including carbohydrates, lipids, proteins, and nucleic acids;	Foodies 9
9C	identify and investigate the role of enzymes; and	Foodies 9
11B	investigate and analyze how organisms, populations, and communities respond to external factors;	Live @ the Fair 10
11C	summarize the role of microorganisms in both maintaining and disrupting the health of both organisms and ecosystems; and	Live @ the Fair 10
12C	analyze the flow of matter and energy through trophic levels using various models, including food chains, food webs, and ecological pyramids;	Foodies 9
12E	describe the flow of matter through the carbon and nitrogen cycles and explain the consequences of disrupting these cycles;	Live @ the Fair 10
12F	describe how environmental change can impact ecosystem stability.	Live @ the Fair 10
<b>Chemistry</b>		
3C	draw inferences based on data related to promotional materials for products and services;	Foodies 8
3E	describe the connection between chemistry and future careers	Foodies 8
4A	differentiate between physical and chemical changes and properties	Foodies 8
4D	classify matter as pure substances or mixtures through investigation of their properties	Foodies 8
10A	describe the unique role of water in chemical and biological systems	Live @ the Fair 11
10E	distinguish between types of solutions such as electrolytes and nonelectrolytes and unsaturated, saturated, and supersaturated solutions	Live @ the Fair 11
<b>Physics</b>		
4A	generate and interpret graphs and charts describing different types of motion, including the use of real-time technology such as motion detectors or photogates	Gamers 8
6B	generate and interpret graphs and charts describing different types of motion, including the use of real-time technology such as motion detectors or photogates	Gamers 8

Environmental Science		
2F	collect data individually or collaboratively, make measurements with precision and accuracy, record values using appropriate units, and calculate statistically relevant quantities to describe data, including mean, median, and range;	Gamers 10
2G	demonstrate the use of course apparatuses, equipment, techniques, and procedures, including meter sticks, rulers, pipettes, graduated cylinders, triple beam balances, timing devices, pH meters or probes, thermometers, calculators, computers, Internet access, turbidity testing devices, hand magnifiers, work and disposable gloves, compasses, first aid kits, binoculars, field guides, water quality test kits or probes, soil test kits or probes, 100-foot appraiser's tapes, tarps, shovels, trowels, screens, buckets, and rock and mineral samples	Gamers 10
3D	evaluate the impact of research on scientific thought, society, and the environment	Gamers 10 Cars/Crafts/Commerce 8
3F	research and describe the history of environmental science and contributions of scientists	Cars/Crafts/Commerce 8
4A	identify native plants and animals using a dichotomous key	Live @ the Fair 9
4B	assess the role of native plants and animals within a local ecosystem and compare them to plants and animals in ecosystems within four other biomes	Live @ the Fair 9
4C	diagram abiotic cycles, including the rock, hydrologic, carbon, and nitrogen cycles	Live @ the Fair 9
4D	make observations and compile data about fluctuations in abiotic cycles and evaluate the effects of abiotic factors on local ecosystems and local biomes	Gamers 10
4G	predict how species extinction may alter the food chain and affect existing populations in an ecosystem	Foodies 10



5B	identify source, use, quality, management, and conservation of water	Foodies 10
5C	document the use and conservation of both renewable and non-renewable resources as they pertain to sustainability	Foodies 10
5D	identify renewable and non-renewable resources that must come from outside an ecosystem such as food, water, lumber, and energy	Foodies 10
5F	evaluate the impact of waste management methods such as reduction, reuse, recycling, and composting on resource availability.	Foodies 10
6C	explain the flow of energy in an ecosystem, including conduction, convection, and radiation	Gamers 10
9A	identify causes of air, soil, and water pollution, including point and nonpoint sources	Cars/Crafts/Commerce 8
9J	research the advantages and disadvantages of "going green" such as organic gardening and farming, natural methods of pest control, hydroponics, xeriscaping, energy-efficient homes and appliances, and hybrid cars	Cars/Crafts/Commerce 8
9K	analyze past and present local, state, and national legislation, including Texas automobile emissions regulations, the National Park Service Act, the Clean Air Act, the Clean Water Act, the Soil and Water Resources Conservation Act, and the Endangered Species Act	Cars/Crafts/Commerce 8

<b>TEKS</b>	<b>Description</b>	<b>...is found in these Quests:</b>
<b>U.S. History</b>		
3B	analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;	Live @ the Fair 8
12A	analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina;	Live @ the Fair 8
14A	identify the effects of population growth and distribution on the physical environment;	Live @ the Fair 8
15B	describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act;	Live @ the Fair 8
16C	analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others	Gamers 7
19A	evaluate the impact of New Deal legislation on the historical roles of state and federal government	Gamers 7
27B	explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines;	Live @ the Fair 8
30A	create written, oral, and visual presentations of social studies information	Gamers 7
<b>World History</b>		
7A	analyze the causes of European expansion from 1450 to 1750	Foodies 7
7B	explain the impact of the Columbian Exchange on the Americas and Europe	Foodies 7
7C	explain the impact of the Atlantic slave trade on West Africa and the Americas	Foodies 7
113.42c1	The student understands traditional historical points of reference in world history.	Cars/Crafts/Commerce 7

113.42c2	The student understands how early civilizations developed from 8000 BC to 500 BC.	Cars/Crafts/Commerce 7
113.42c3	The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations.	Cars/Crafts/Commerce 7
113.42c4	The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450.	Cars/Crafts/Commerce 7
113.42c7	The student understands the causes and impact of European expansion from 1450 to 1750.	Cars/Crafts/Commerce 7
113.42c8	The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914.	Cars/Crafts/Commerce 7
113.42c9	The student understands the causes and effects of major political revolutions between 1750 and 1914.	Cars/Crafts/Commerce 7
113.42c16	The student understands the impact of geographic factors on major historic events and processes.	Cars/Crafts/Commerce 7
113.42c17	The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity.	Cars/Crafts/Commerce 7
113.42c25	The student understands how the development of ideas has influenced institutions and societies.	Cars/Crafts/Commerce 7
113.42c27	The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750.	Cars/Crafts/Commerce 7
113.42c28	The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present.	Cars/Crafts/Commerce 7
113.42c29	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.	Cars/Crafts/Commerce 7
113.42c30	The student communicates in written, oral, and visual forms.	Cars/Crafts/Commerce 7
113.42c31	The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.	Cars/Crafts/Commerce 7

<b>Government</b>		
5C	compare the role of government in the U.S. free enterprise system and other economic systems; and	Cars/Crafts/Commerce 5
5D	understand how government taxation and regulation can serve as restrictions to private enterprise.	Cars/Crafts/Commerce 5
<b>Sociology</b>		
18A	compare and contrast various types of collective behavior and social movements and how they affect society;	Gamers 5
19A	create a product on a contemporary sociological issue or topic using critical methods of inquiry;	Gamers 5
21B	use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision; and	Gamers 5
<b>Psychology</b>		
2C	apply the standards of the American Psychological Association (APA) for ethical decision making regarding the collection, storage, and use of psychological data;	Live @ the Fair 7
13A	describe how attributions affect explanations of behavior;	Gamers 6
14D	analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.	Live @ the Fair 7
15A	use psychology-related terminology correctly;	Gamers 6
15B	use standard grammar, spelling, sentence structure, and punctuation;	Gamers 6
15C	transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and	Gamers 6

15D	create written, oral, and visual presentations of social studies information.	Gamers 6
16B	use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision;	Gamers 6
<b>Economics</b>		
118.3-5	The student understands the free enterprise economic system.	Live @ the Fair 5 Cars/Crafts/Commerce 6
118.4b1	apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.	Foodies 5
118.4b2	Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.	Foodies 5
118.4b3	The content enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code	Foodies 5
118.4c2	The student understands the interaction of supply, demand, and price.	Live @ the Fair 5 Cars/Crafts/Commerce 6
118.4c5	The student understands free enterprise, socialist, and communist economic systems.	Live @ the Fair 5 Cars/Crafts/Commerce 6
118.4c6	The student understands the basic characteristics and benefits of a free enterprise system.	Live @ the Fair 5 Cars/Crafts/Commerce 6
118.4c7	The student understands the right to own, use, and dispose of private property.	Live @ the Fair 5 Cars/Crafts/Commerce 6
118.4c8	The student understands the circular-flow model of the economy.	Live @ the Fair 5 Cars/Crafts/Commerce 6
118.4c9	The student understands types of market structures.	Live @ the Fair 5 Cars/Crafts/Commerce 6
118.4c10	The student understands key economic measurements.	Live @ the Fair 5 Cars/Crafts/Commerce 6

118.4c11	The student understands key components of economic growth.	Live @ the Fair 5 Cars/Crafts/Commerce 6
118.4c12	The student understands the role of money in an economy.	Live @ the Fair 5 Cars/Crafts/Commerce 6
118.4c13	The student understands the role of the Federal Reserve System in establishing monetary policy.	Live @ the Fair 5 Cars/Crafts/Commerce 6
118.4c14	The student understands the role that the government plays in the U.S. free enterprise system.	Live @ the Fair 5 Cars/Crafts/Commerce 6
118.3-15	The student understands the economic impact of fiscal policy decisions at the local, state, and national levels.	Live @ the Fair 5 Cars/Crafts/Commerce 6
118.3-17	The student understands the role of financial markets/institutions in saving, borrowing, and capital formation.	Live @ the Fair 5 Cars/Crafts/Commerce 6
118.3-22	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.	Live @ the Fair 5 Cars/Crafts/Commerce 6
118.3-23	The student communicates in written, oral, and visual forms.	Live @ the Fair 5 Cars/Crafts/Commerce 6
118.3-24	The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.	Live @ the Fair 5 Cars/Crafts/Commerce 6

### Geography/World Geography

113.43c1	The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present.	Foodies 6
113.43c4	The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them.	Foodies 6
113.43c6	The student understands the types, patterns, and processes of settlement.	Foodies 6
113.43c7	The student understands the growth, distribution, movement, and characteristics of world population.	Foodies 6

113.43c8	The student understands how people, places, and environments are connected and interdependent.	Foodies 6
113.43c10	The student understands the distribution, characteristics, and interactions of the economic systems in the world.	Foodies 6
113.43c11	The student understands how geography influences economic activities.	Foodies 6
113.43c12	The student understands the economic importance of, and issues related to, the location and management of resources.	Foodies 6
113.43c15	The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels.	Foodies 6
113.43c16	The student understands how the components of culture affect the way people live and shape the characteristics of regions.	Foodies 6
113.43c17	The student understands the distribution, patterns, and characteristics of different cultures.	Foodies 6
113.43c18	The student understands the ways in which cultures change and maintain continuity.	Foodies 6
113.43c19	The student understands the impact of technology and human modifications on the physical environment.	Foodies 6
113.43c20	The student understands how current technology affects human interaction.	Foodies 6
113.43c21	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.	Foodies 6
113.43c22	The student communicates in written, oral, and visual forms.	Foodies 6
113.43c23	The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.	Foodies 6
WG1A	analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today	Foodies 7
WG1B	trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact	Foodies 7



WG2A	describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions	Foodies 7
WG5A	analyze how the character of a place is related to its political, economic, social, and cultural elements	Live @ the Fair 6
WG9A	identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region	Live @ the Fair 6
WG19B	analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places	Live @ the Fair 6