

# Choose Healthy

Alignment with the  
Texas Essential Knowledge and Skills for Grade 8<sup>th</sup>

<b>English Language Arts &amp; Reading</b>	1A, 5A-B, 5E, 5G, 5I, 6A-B, 9B
<b>Mathematics</b>	1A
<b>Science</b>	1A, 3A-B
<b>Social Studies</b>	
<b>Health Education</b>	7A-C, 8A-C, 9A-B, 10A-D
<b>Physical Education</b>	1-A-B, 8A-C, 9A-B, 10A-B, 16A-B
<b>Art</b>	
<b>Music</b>	
<b>Theatre</b>	
<b>Technology Applications</b>	



## **§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.**

### (a) Knowledge and skills.

- (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
  - (A) listen actively to interpret a message by summarizing, asking questions, and making comments;
  - (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;
  - (C) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and
  - (D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
  - (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;
  - (B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and
  - (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
- (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
- (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
  - (A) establish purpose for reading assigned and self-selected texts;
  - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
  - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
  - (D) create mental images to deepen understanding;

- (E) make connections to personal experiences, ideas in other texts, and society;
  - (F) make inferences and use evidence to support understanding;
  - (G) evaluate details read to determine key ideas;
  - (H) synthesize information to create new understanding; and
  - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe personal connections to a variety of sources, including self-selected texts;
  - (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;
  - (C) use text evidence to support an appropriate response;
  - (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
  - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
  - (F) respond using newly acquired vocabulary as appropriate;
  - (G) discuss and write about the explicit or implicit meanings of text;
  - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;
  - (I) reflect on and adjust responses as new evidence is presented; and
  - (J) defend or challenge the authors' claims using relevant text evidence.
- (7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- (A) analyze how themes are developed through the interaction of characters and events;
  - (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict;
  - (C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and
  - (D) explain how the setting influences the values and beliefs of characters.
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;
  - (B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;
  - (C) analyze how playwrights develop dramatic action through the use of acts and scenes;
  - (D) analyze characteristics and structural elements of informational text, including:
    - (i) the controlling idea or thesis with supporting evidence;
    - (ii) features such as footnotes, endnotes, and citations; and
    - (iii) multiple organizational patterns within a text to develop the thesis;
  - (E) (analyze characteristics and structures of argumentative text by:
    - (i) identifying the claim and analyzing the argument;
    - (ii) identifying and explaining the counter argument; and
    - (iii) identifying the intended audience or reader; and
  - (F) analyze characteristics of multimodal and digital texts.
- (9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) revise drafts for clarity, development, organization, style, word choice, and sentence variety;
  - (B) explain the author's purpose and message within a text;**
  - (C) analyze how the use of text structure contributes to the author's purpose;
  - (D) analyze the author's use of print and graphic features to achieve specific purposes;
  - (E) describe how the author's use of figurative language such as extended metaphor achieves specific purposes;
  - (F) identify and analyze the use of literary devices, including multiple points of view and irony;
  - (G) analyze how the author's use of language contributes to the mood, voice, and tone; and
  - (H) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.
- (10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- (A) revise drafts for clarity, development, organization, style, word choice, and sentence variety;
  - (B) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;
  - (C) develop drafts into a focused, structured, and coherent piece of writing by:
    - (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
    - (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;
  - (D) revise drafts for clarity, development, organization, style, word choice, and sentence variety;
  - (E) edit drafts using standard English conventions, including:
    - (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
    - (ii) consistent, appropriate use of verb tenses and active and passive voice;
    - (iii) prepositions and prepositional phrases and their influence on subject-verb agreement;
    - (iv) pronoun-antecedent agreement;
    - (v) correct capitalization;
    - (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and
    - (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and (E) publish written work for appropriate audiences.
- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
  - (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;
  - (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and
  - (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.
- (12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

- (A) generate student-selected and teacher-guided questions for formal and informal inquiry;
- (B) develop and revise a plan;
- (C) refine the major research question, if necessary, guided by the answers to a secondary set of questions
- (D) identify and gather relevant information from a variety of sources;
- (E) differentiate between primary and secondary sources;
- (F) synthesize information from a variety of sources;
- (G) differentiate between paraphrasing and plagiarism when using source materials;
- (H) examine sources for:
  - (i) reliability, credibility, and bias, including omission; and
  - (ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language;
- (I) display academic citations and use source materials ethically; and
- (J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

## **§111.28. Mathematical Grade 8, Adopted 2012.**

### (a) Knowledge and skills.

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

- (A) apply mathematics to problems arising in everyday life, society, and the workplace;
- (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;
- (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;
- (D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
- (E) create and use representations to organize, record, and communicate mathematical ideas;
- (F) analyze mathematical relationships to connect and communicate mathematical ideas; and
- (G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

(2) Number and operations. The student applies mathematical process standards to represent and use real numbers in a variety of forms. The student is expected to:

- (A) extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of real numbers;
- (B) approximate the value of an irrational number, including  $\pi$  and square roots of numbers less than 225, and locate that rational number approximation on a number line;
- (C) convert between standard decimal notation and scientific notation; and
- (D) order a set of real numbers arising from mathematical and real-world contexts.

(3) Proportionality. The student applies mathematical process standards to use proportional relationships to describe dilations. The student is expected to:

- (A) generalize that the ratio of corresponding sides of similar shapes are proportional, including a shape and its dilation;
- (B) compare and contrast the attributes of a shape and its dilation(s) on a coordinate plane; and
- (C) use an algebraic representation to explain the effect of a given positive rational scale factor applied to two-dimensional figures on a coordinate plane with the origin as the center of dilation.

- (4) Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to:
- (A) use similar right triangles to develop an understanding that slope,  $m$ , given as the rate comparing the change in  $y$ -values to the change in  $x$ -values,  $(y_2 - y_1)/(x_2 - x_1)$ , is the same for any two points  $(x_1, y_1)$  and  $(x_2, y_2)$  on the same line;
  - (B) graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship; and
  - (C) use data from a table or graph to determine the rate of change or slope and  $y$ -intercept in mathematical and real-world problems.
- (5) Proportionality. The student applies mathematical process standards to use proportional and nonproportional relationships to develop foundational concepts of functions. The student is expected to:
- (A) represent linear proportional situations with tables, graphs, and equations in the form of  $y = kx$ ;
  - (B) represent linear non-proportional situations with tables, graphs, and equations in the form of  $y = mx + b$ , where  $b \neq 0$ ;
  - (C) contrast bivariate sets of data that suggest a linear relationship with bivariate sets of data that do not suggest a linear relationship from a graphical representation;
  - (D) use a trend line that approximates the linear relationship between bivariate sets of data to make predictions;
  - (E) solve problems involving direct variation;
  - (F) distinguish between proportional and non-proportional situations using tables, graphs, and equations in the form  $y = kx$  or  $y = mx + b$ , where  $b \neq 0$ ;
  - (G) identify functions using sets of ordered pairs, tables, mappings, and graphs;
  - (H) identify examples of proportional and non-proportional functions that arise from mathematical and real-world problems; and
  - (I) write an equation in the form  $y = mx + b$  to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations.
- (6) Expressions, equations, and relationships. The student applies mathematical process standards to develop mathematical relationships and make connections to geometric formulas. The student is expected to:
- (A) describe the volume formula  $V = Bh$  of a cylinder in terms of its base area and its height;
  - (B) model the relationship between the volume of a cylinder and a cone having both congruent bases and heights and connect that relationship to the formulas; and
  - (C) use models and diagrams to explain the Pythagorean theorem.



- (7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:
- (A) solve problems involving the volume of cylinders, cones, and spheres;
  - (B) use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders;
  - (C) use the Pythagorean Theorem and its converse to solve problems; and
  - (D) determine the distance between two points on a coordinate plane using the Pythagorean Theorem.
- (8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:
- (A) write one-variable equations or inequalities with variables on both sides that represent problems using rational number coefficients and constants;
  - (B) write a corresponding real-world problem when given a one-variable equation or inequality with variables on both sides of the equal sign using rational number coefficients and constants;
  - (C) model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants; and
  - (D) use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle criterion for similarity of triangles.
- (9) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to develop foundational concepts of simultaneous linear equations. The student is expected to identify and verify the values of  $x$  and  $y$  that simultaneously satisfy two linear equations in the form  $y = mx + b$  from the intersections of the graphed equations.
- (10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:
- (A) generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two-dimensional shapes on a coordinate plane;
  - (B) differentiate between transformations that preserve congruence and those that do not;
  - (C) explain the effect of translations, reflections over the  $x$ - or  $y$ -axis, and rotations limited to  $90^\circ$ ,  $180^\circ$ ,  $270^\circ$ , and  $360^\circ$  as applied to two-dimensional shapes on a coordinate plane using an algebraic representation; and

- (D) model the effect on linear and area measurements of dilated two-dimensional shapes.
- (11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:
- (A) construct a scatterplot and describe the observed data to address questions of association such as linear, non-linear, and no association between bivariate data;
  - (B) determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points; and
  - (C) simulate generating random samples of the same size from a population with known characteristics to develop the notion of a random sample being representative of the population from which it was selected.
- (12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:
- (A) solve real-world problems comparing how interest rate and loan length affect the cost of credit;
  - (B) calculate the total cost of repaying a loan, including credit cards and easy access loans, under various rates of interest and over different periods using an online calculator;
  - (C) explain how small amounts of money invested regularly, including money saved for college and retirement, grow over time;
  - (D) calculate and compare simple interest and compound interest earnings;
  - (E) identify and explain the advantages and disadvantages of different payment methods;
  - (F) analyze situations to determine if they represent financially responsible decisions and identify the benefits of financial responsibility and the costs of financial irresponsibility; and
  - (G) estimate the cost of a two-year and four-year college education, including family contribution, and devise a periodic savings plan for accumulating the money needed to contribute to the total cost of attendance for at least the first year of college.

## §112.27. Science, Grade 8, Adopted 2017

(b) Knowledge and skills.

(1) Scientific and engineering practices. The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:

- (A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations;
- (B) use scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;
- (C) use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;
- (D) use appropriate tools such as graduated cylinders, metric rulers, periodic tables, balances, scales, thermometers, temperature probes, laboratory ware, timing devices, pH indicators, hot plates, models, microscopes, slides, life science models, petri dishes, dissecting kits, magnets, spring scales or force sensors, tools that model wave behavior, satellite images, weather maps, hand lenses, and lab notebooks or journals;
- (E) collect quantitative data using the International System of Units (SI) and qualitative data as evidence;
- (F) construct appropriate tables, graphs, maps, and charts using repeated trials and means to organize data;
- (G) develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and
- (H) distinguish between scientific hypotheses, theories, and laws.

(2) Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:

- (A) identify advantages and limitations of models such as their size, scale, properties, and materials;
- (B) analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations;
- (C) use mathematical calculations to assess quantitative relationships in data; and
- (D) evaluate experimental and engineering designs.

(3) Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:

- (A) develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;

(B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and

(C) engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.

(4) Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society. The student is expected to:

(A) relate the impact of past and current research on scientific thought and society, including the process of science, cost-benefit analysis, and contributions of diverse scientists as related to the content;

(B) make informed decisions by evaluating evidence from multiple appropriate sources to assess the credibility, accuracy, cost-effectiveness, and methods used; and

(C) research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a science, technology, engineering, and mathematics (STEM) field to investigate STEM careers.

(5) Recurring themes and concepts. The student understands that recurring themes and concepts provide a framework for making connections across disciplines. The student is expected to:

(A) identify and apply patterns to understand and connect scientific phenomena or to design solutions;

(B) identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems;

(C) analyze how differences in scale, proportion, or quantity affect a system's structure or performance;

(D) examine and model the parts of a system and their interdependence in the function of the system;

(E) analyze and explain how energy flows and matter cycles through systems and how energy and matter are conserved through a variety of systems;

(F) analyze and explain the complementary relationship between the structure and function of objects, organisms, and systems; and

(G) analyze and explain how factors or conditions impact stability and change in objects, organisms, and systems.

6) Matter and energy. The student understands that matter can be classified according to its properties and matter is conserved in chemical changes that occur within closed systems. The student is expected to:

(A) explain by modeling how matter is classified as elements, compounds, homogeneous mixtures, or heterogeneous mixtures;

(B) use the periodic table to identify the atoms involved in chemical reactions;

- (C) describe the properties of cohesion, adhesion, and surface tension in water and relate to observable phenomena such as the formation of droplets, transport in plants, and insects walking on water;
- (D) compare and contrast the properties of acids and bases, including pH relative to water; and
- (E) investigate how mass is conserved in chemical reactions and relate conservation of mass to the rearrangement of atoms using chemical equations, including photosynthesis.

(7) Force, motion, and energy. The student understands the relationship between force and motion within systems. The student is expected to:

- (A) calculate and analyze how the acceleration of an object is dependent upon the net force acting on the object and the mass of the object using Newton's Second Law of Motion; and
- (B) investigate and describe how Newton's three laws of motion act simultaneously within systems such as in vehicle restraints, sports activities, amusement park rides, Earth's tectonic activities, and rocket launches.

(8) Force, motion, and energy. The student knows how energy is transferred through waves. The student is expected to:

- (A) compare the characteristics of amplitude, frequency, and wavelength in transverse waves, including the electromagnetic spectrum; and
- (B) explain the use of electromagnetic waves in applications such as radiation therapy, wireless technologies, fiber optics, microwaves, ultraviolet sterilization, astronomical observations, and X-rays.

(9) Earth and space. The student describes the characteristics of the universe and the relative scale of its components. The student is expected to:

- (A) describe the life cycle of stars and compare and classify stars using the Hertzsprung-Russell diagram;
- (B) categorize galaxies as spiral, elliptical, and irregular and locate Earth's solar system within the Milky Way galaxy; and
- (C) research and analyze scientific data used as evidence to develop scientific theories that describe the origin of the universe.

(10) Earth and space. The student knows that interactions between Earth, ocean, and weather systems impact climate. The student is expected to:

- (A) describe how energy from the Sun, hydrosphere, and atmosphere interact and influence weather and climate;
- (B) identify global patterns of atmospheric movement and how they influence local weather; and
- (C) describe the interactions between ocean currents and air masses that produce tropical cyclones, including typhoons and hurricanes.

(11) Earth and space. The student knows that natural events and human activity can impact global climate. The student is expected to:

- (A) use scientific evidence to describe how natural events, including volcanic eruptions, meteor impacts, abrupt changes in ocean currents, and the release and absorption of greenhouse gases influence climate;
- (B) use scientific evidence to describe how human activities, including the release of greenhouse gases, deforestation, and urbanization, can influence climate; and
- (C) describe the carbon cycle.

(12) Organisms and environments. The student understands stability and change in populations and ecosystems. The student is expected to:

- (A) explain how disruptions such as population changes, natural disasters, and human intervention impact the transfer of energy in food webs in ecosystems;
- (B) describe how primary and secondary ecological succession affect populations and species diversity after ecosystems are disrupted by natural events or human activity; and
- (C) describe how biodiversity contributes to the stability and sustainability of an ecosystem and the health of the organisms within the ecosystem.

(13) Organisms and environments. The student knows how cell functions support the health of an organism and how adaptation and variation relate to survival. The student is expected to:

- (A) identify the function of the cell membrane, cell wall, nucleus, ribosomes, cytoplasm, mitochondria, chloroplasts, and vacuoles in plant or animal cells;
- (B) describe the function of genes within chromosomes in determining inherited traits of offspring; and
- (C) describe how variations of traits within a population lead to structural, behavioral, and physiological adaptations that influence the likelihood of survival and reproductive success of a species over generations.

**§113.20. Social Studies, Grade 8, Adopted 2018.**

(b) Knowledge and skills.

- (1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:
  - (A) identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects;
  - (B) explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.
- (2) History. The student understands the causes of exploration and colonization eras. The student is expected to:
  - (A) identify reasons for English, Spanish, and French exploration and colonization of North America; and
  - (B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.
- (3) History. The student understands the foundations of representative government in the United States. The student is expected to:
  - (A) explain the reasons for the growth of representative government and institutions during the colonial period;
  - (B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and
  - (C) describe how religion and virtue contributed to the growth of representative government in the American colonies.
- (4) History. The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to:
  - (A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;
  - (B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;
  - (C) explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of

- Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783; and
- (D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.
- (5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:
- (A) describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system;
  - (B) summarize arguments regarding protective tariffs, taxation, and the banking system;
  - (C) explain the origin and development of American political parties;
  - (D) explain the causes, important events, and effects of the War of 1812;
  - (E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;
  - (F) explain the impact of the election of Andrew Jackson, including expanded suffrage; and
  - (G) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.
- (6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:
- (A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;
  - (B) analyze the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny; and
  - (C) explain the causes and effects of the U.S.-Mexican War and their impact on the United States.
- (7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:
- (A) analyze the impact of tariff policies on sections of the United States before the Civil War;
  - (B) compare the effects of political, economic, and social factors on slaves and free blacks;
  - (C) analyze the impact of slavery on different sections of the United States; and
  - (D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams.
- (8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:



- (A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar;
  - (B) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War;
  - (C) explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and
  - (D) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.
- (9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:
- (A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;
  - (B) explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels; and
  - (C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups.
- (10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:
- (A) locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries;
  - (B) compare places and regions of the United States in terms of physical and human characteristics; and
  - (C) analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States.
- (11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:
- (A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States; and
  - (B) describe the positive and negative consequences of human modification of the physical environment of the United States.
- (12) Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877. The student is expected to:

- (A) (A) identify economic differences among different regions of the United States;
  - (B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; and
  - (C) analyze the causes and effects of economic differences among different regions of the United States at selected times.
- (13) Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:
- (A) analyze the economic effects of the War of 1812; and
  - (B) identify the economic factors that brought about rapid industrialization and urbanization.
- (14) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:
- (A) explain why a free enterprise system of economics developed in the new nation, including minimal government regulation, taxation, and property rights; and
  - (B) B) describe the characteristics and the benefits of the U.S. free enterprise system through 1877.
- (15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:
- (A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government;
  - (B) summarize the strengths and weaknesses of the Articles of Confederation;
  - (C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights;
  - (D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and
  - (E) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America.
- (16) Government. The student understands the purpose of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:
- (A) summarize the purposes for amending the U.S. Constitution; and
  - (B) describe the impact of the 13th, 14th, and 15th amendments.
- (17) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:

- (A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and
  - (B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.
- (18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:
- (A) identify the origin of judicial review;
  - (B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including *Marbury v. Madison*, *McCulloch v. Maryland*, and *Gibbons v. Ogden*; and
  - (C) evaluate the impact of the landmark Supreme Court decision *Dred Scott v. Sandford* on life in the United States.
- (19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:
- (A) define and give examples of unalienable rights;
  - (B) summarize rights guaranteed in the Bill of Rights; and
  - (C) identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries.
- (20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:
- (A) evaluate the contributions of the Founding Fathers as models of civic virtue; and
  - (B) analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.
- (21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:
- (A) identify different points of view of political parties and interest groups on important historical issues;
  - (B) describe the importance of free speech and press in a constitutional republic; and
  - (C) summarize historical events in which compromise resulted in a resolution such as the Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act.
- (22) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
- (A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and
  - (B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton.

- (23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:
- (A) identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;
  - (B) explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs;
  - (C) identify ways conflicts between people from various racial, ethnic, and religious groups were addressed;
  - (D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and
  - (E) identify the political, social, and economic contributions of women to American society.
- (24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:
- (A) describe and evaluate the historical development of the abolitionist movement; and
  - (B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled.
- (25) Culture. The student understands the impact of religion on the American way of life. The student is expected to:
- (A) trace the development of religious freedom in the United States;
  - (B) describe religious influences on social movements, including the impact of the first and second Great Awakenings; and
  - (C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.
- (26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- (A) identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists, the "Battle Hymn of the Republic," and transcendental literature; and
  - (B) analyze the relationship between the arts and continuity and change in the American way of life.
- (27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:
- (A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts;
  - (B) analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally; and

- (C) analyze how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad.
- (28) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:
- (A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and
  - (B) identify examples of how industrialization changed life in the United States.
- (29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States;
  - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
  - (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
  - (D) identify bias and points of view created by the historical context surrounding an event;
  - (E) support a point of view on a social studies issue or event;
  - (F) evaluate the validity of a source based on corroboration with other sources and information about the author;
  - (G) create a visual representation of historical information such as thematic maps, graphs, and charts representing various aspects of the United States; and
  - (H) pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts.
- (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
  - (B) use effective written communication skills, including proper citations and avoiding plagiarism; and
  - (C) create written, oral, and visual presentations of social studies information.
- (31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decisionmaking processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

## **§115.27 Grades 7-8, Adopted 2020.**

### 1. Knowledge and Skills

- (1) Physical health and hygiene--body systems. The student examines the structures, functions, and relationships of body systems and their relevance to personal health. The student is expected to describe the relationships among the body systems.
- (2) Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:
  - (A) list specific resources or facilities where members of the community can obtain medical care;
  - (B) explain ways to use health information to help self and others, including seizure awareness, diabetes education, and response plans such as first aid or cardiopulmonary resuscitation (CPR);
  - (C) identify barriers related to solving health problems and ways to overcome barriers; and
  - (D) explain the course, signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus.
- (3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:
  - (A) identify and analyze different emotions and causal thoughts in self;
  - (B) analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress;
  - (C) evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness;
  - (D) demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships;
  - (E) analyze similarities and differences between one's own and others' perspectives; and
  - (F) practice conflict resolution and mediation skills.
- (4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:
  - (A) describe how internal and external factors influence self-esteem;
  - (B) identify and develop strategies for setting long-term personal goals;
  - (C) create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children; and
  - (D) identify decision-making skills that promote individual, family, and community mental health.

- (5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:
- (A) explain how adolescent brain development influences cognitive processing, emotions, and decision making;
  - (B) identify and describe how environmental influences such as air, water, or noise can affect an individual's mental health; and
  - (C) discuss the influence of childhood trauma and how to recognize, process, and overcome negative events.
- (6) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:
- (A) describe methods to support others who have long-term physical health conditions;
  - (B) examine ways to influence peers positively and promote resiliency in others in stressful situations;
  - (C) differentiate between healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief;
  - (D) describe the consequences of disordered eating and eating disorders such as bulimia, anorexia, and binge eating disorder and the importance of seeking help from a parent or another trusted adult for oneself or others related to disordered eating;
  - (E) discuss the suicide risk and suicide protective factors identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning signs in self or others;
  - (F) research and discuss protective factors and healthy self-management strategies to avoid self-harming behaviors; and
  - (G) examine how the use of suicide prevention resources such as the National Suicide Prevention Hotline can reduce the likelihood of suicide.
- (7) Healthy eating and physical activity--food and beverage daily recommendations. The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:
- (A) analyze food labels and menus to determine the nutritional value of foods and make healthy decisions about daily caloric intake;
  - (B) develop a personal dietary plan; and
  - (C) identify and practice strategies for choosing healthy foods and beverages in diverse social environments, including at home, at school, and while dining out.
- (8) Healthy eating and physical activity--physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to:
- (A) explain the relationships between nutrition, physical activity, quality of life, and disease in terms of their mental, physical, and social benefits;

- (B) identify how to balance caloric intake and physical activity; and
  - (C) apply the CDC guidelines for daily physical activity to develop a physical fitness plan using appropriate technology.
- (9) Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to:
- (A) develop and examine progress of short- and long-term goals toward achieving appropriate levels of physical activity, improving personal physical fitness level, and making healthy personal food choices; and
  - (B) explain how media influences buying decisions regarding physical fitness equipment or nutritional products.
- (10) Healthy eating and physical activity--risk and protective factors. The student analyzes and applies risk and protective factors related to healthy eating and physical activity. The student is expected to:
- (A) analyze the impact of moderate physical activity and healthy dietary practices in the prevention of obesity, heart disease, and diabetes;
  - (B) analyze risk factors that may lead to the development of chronic conditions and formulate strategies to reduce the likelihood of developing chronic conditions;
  - (C) identify community and digital resources that can assist in developing healthy eating and physical activity behaviors; and
  - (D) investigate and compare the nutritional differences between preparing and serving fresh food or minimally processed food and serving commercially prepared or highly processed foods.
- (11) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to demonstrate basic first-aid procedures, including CPR and the choking rescue.
- (12) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:
- (A) analyze strategies for and the benefits of avoiding violence, gangs, weapons, and human trafficking;
  - (B) define safe haven and identify designated safe haven locations in the community;
  - (C) evaluate the dangers associated with a variety of weapons;
  - (D) evaluate the importance of complying with rules prohibiting possession of and the improper use of weapons; and
  - (E) create a personal safety plan.
- (1) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:



- (A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;
  - (B) discuss and analyze the consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;
  - (C) evaluate strategies and techniques for identity protection in digital and online environments;
  - (D) identify how technology is used to recruit or manipulate potential victims of sex trafficking; and
  - (E) research the current legal consequences of cyberbullying and inappropriate digital and online communication.
- (2) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:
- (A) identify forms of family violence, including physical, mental, and emotional violence;
  - (B) describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual;
  - (C) explain the responsibility to report bullying behavior, including cyberbullying;
  - (D) describe the seriousness of various forms of bullying such as harassment;
  - (E) analyze strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual; and
  - (F) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills related to personal safety.
- (3) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:
- (A) differentiate between appropriate and inappropriate use of prescription and over-the-counter drugs, including combining drugs, and the outcomes of each;
  - (B) identify and describe the categories of prescription drugs and their proper uses;
  - (C) identify and explain the importance of each component of an over-the-counter drug warning label; and
  - (D) describe how substance misuse and addiction to alcohol, tobacco, vaping products, drugs, and other substances, including prescription drugs, affect the body systems and brain.
- (4) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:

- (A) analyze and explain the short- and long-term health consequences of addiction to alcohol and tobacco and prescription and over-the-counter drug misuse and substance use disorders;
  - (B) analyze the importance of alternative activities to drug and substance use and misuse on mental and social health; and
  - (C) analyze the legal consequences of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.
- (5) Alcohol, tobacco, and other drugs--treatment. The student recognizes and understands the options for treatment and how to seek help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:
- (A) identify and describe treatment options for substance abuse and addiction;
  - (B) identify signs and symptoms of alcohol; tobacco; drugs, including prescription drugs; and other substance use and misuse such as using medicine prescribed for someone else or for reasons other than intended; and
  - (C) identify at least one example of who, when, where, and how to get help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.
- (6) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:
- (A) examine the effects and role of peer influence on decision making and problem solving regarding the use and misuse of alcohol, tobacco, and other drugs;
  - (B) examine physical and social influences on alcohol, tobacco, and other drug use behaviors;
  - (C) differentiate among the relationships of alcohol, tobacco, drugs, and other substances and the roles these substances play in unsafe situations such as drinking and driving; and
  - (D) identify support systems and describe ways to report the suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult.
- (7) Alcohol, tobacco, and other drugs--prevention. The student analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognizes the benefits of delayed use. The student is expected to develop and apply strategies, including demonstrating refusal skills, for avoiding alcohol, tobacco, and other drugs in various scenarios.
- (8) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:
- (A) compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage;
  - (B) explain how friendships provide a foundation for healthy dating/romantic relationships;
  - (C) describe healthy ways to express friendship, affection, and love;

- (D) describe appropriate and effective methods of communicating emotions in healthy dating/romantic relationships and marriage;
  - (E) evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage;
  - (F) describe behaviors in dating/romantic relationships that enhance dignity and respect; and
  - (G) describe the benefits of healthy marriages, including companionship and social, emotional, financial, and health benefits.
- (9) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:
- (A) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse;
  - (B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking;
  - (C) define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation;
  - (D) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence;
  - (E) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others;
  - (F) describe how a healthy sense of self and making decisions regarding setting and respecting personal boundaries promote healthy dating/romantic relationships;
  - (G) discuss and practice how refusal skills can be used to resist negative peer influences and reinforce personal boundaries to avoid dangerous situations and behaviors that increase sexual risk in dating/romantic relationships; and
  - (H) explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact.
- (10) Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:
- (A) compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty and adolescence;
  - (B) identify how the process of fertilization occurs between a man and a woman through sexual intercourse;
  - (C) explain significant milestones of fetal development and the harmful effects on the fetus of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead;

- (D) describe the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur; and
  - (E) define the emotional changes that may occur during and after pregnancy, including postpartum depression, and discuss resources for support and treatment.
- (11) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:
- (A) explain how teen pregnancy is a possible outcome of sexual activity;
  - (B) explain the short- and long-term educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society;
  - (C) identify the difference between bacterial and viral sexually transmitted diseases/sexually transmitted infections (STDs/STIs), including long-term or lifetime effects such as infertility and cancer;
  - (D) describe various modes of transmission of STDs/STIs;
  - (E) identify the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources;
  - (F) list the signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and explain why not all STDs/STIs show symptoms initially;
  - (G) explain the importance of STD/STI screening, testing, and early treatment for sexually active individuals, including during yearly physicals or if there is a concern;
  - (H) identify community resources, a minor's right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment;
  - (I) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression;
  - (J) identify support from parents and other trusted adults to be abstinent from sexual activity and create strategies for building peer support to be abstinent;
  - (K) analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
  - (L) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods in the prevention of STDs/STIs and pregnancy;
  - (M) explain that HPV vaccines can help prevent the transmission of the most common types of HPV, a virus that can cause genital warts and cervical cancer and other cancers in males and females;
  - (N) research and explain the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, and student academic achievement;

- (O) define legal implications of teen pregnancy, including the legal effects of acknowledgement and proof of paternity;
- (P) describe legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, sexual abuse, and indecency with a child; and
- (Q) examine the legal ramifications of sexual offenses such as sexual harassment, sexual abuse, and sexual assault.

## §116.28. Physical Education, Grade 8, Adopted 2020.

(b) Knowledge and skills.

- (1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:
  - (A) combine and apply a variety of locomotor skills during dynamic fitness, sport, and rhythmic activities; and
  - (B) combine correct jumping and landing technique during dynamic activities, game situations, and sports.
- (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
  - (A) combine and apply balance with control during dynamic activities, game situations, and sports; and
  - (B) demonstrate proper body positioning, proficiency, and footwork and perform offensive and defensive skills during dynamic activities, game situations, and sports.
- (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
  - (A) combine appropriate throwing techniques during game situations and sports;
  - (B) apply appropriate catching technique from different levels and trajectories with an implement during game situations and sports;
  - (C) perform, without cue, key elements in hand dribbling during game situations and sports;
  - (D) perform, without cue, key elements in foot dribbling during game situations and sports;
  - (E) apply correct technique in kicking and punting during game situations and sports with control, distance, and accuracy;
  - (F) perform, without cue, key elements in volleying during game situations and sports;
  - (G) perform, without cue, key elements in striking during game situations and sports; and
  - (H) create and perform a jump rope routine with a partner or a small group using a variety of skills that include agility, speed, and endurance.
- (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
  - (A) perform, without cue, the appropriate use of open space and closing space during dynamic activities, games, and sports; and

- (B) perform, without cue, the appropriate speed, direction, and force with or without an implement during dynamic activities, games, and sports.
- (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to create and perform with a small group a rhythmic routine with varying tempos using advanced steps and movement patterns.
- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
- (A) perform, without cue, offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games and sports;
  - (B) perform, without cue, combinations or sequences of game skills to achieve individual or team goals; and
  - (C) follow rules, demonstrate appropriate sporting behavior, self-officiate, and respect consequences for the game being played without cue.
- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to engage in a variety of self-selected outdoor recreational activities and games.
- (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:
- (A) perform a variety of lifelong physical activities and explain their effects on overall health and wellness;
  - (B) perform basic frequency, intensity, time, and type (FITT) principle in a variety of self-selected aerobic and anaerobic activities; and
  - (C) develop and analyze a personal fitness plan using health-related and skill-related fitness components.
- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:
- (A) create and implement a personal physical fitness plan and analyze the results for effectiveness; and
  - (B) evaluate personal fitness goals and make appropriate changes for improvement.
- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:
- (A) develop a healthy food choice plan that enhances physical performance; and
  - (B) determine hydration needs, without cue, based on physical performance and environmental factors.

- (11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:
- (A) perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports; and
  - (B) perform, without cue, the correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety.
- (12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:
- (A) discuss the importance of and demonstrate respect for differences and similarities in abilities of self and others during game situations and sports; and
  - (B) evaluate self-management skills to demonstrate self-control of impulses and emotions, without cue, during games, situations, and sports.
- (13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:
- (A) discuss the importance of and resolve conflict, without cue, in socially acceptable ways, and respond to winning and losing with dignity and understanding;
  - (B) communicate effectively to enhance healthy interactions while settling disagreements; and
  - (C) demonstrate empathy and mutual respect for the feelings of others.
- (14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to develop and apply a plan of action and make effective decisions when faced with challenges, obstacles, or difficulties during game situations and sports.
- (15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to provide constructive feedback to peers using a positive tone to improve performance.
- (16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:
- (A) implement a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis; and
  - (B) participate in self-selected physical activities for personal enjoyment.



**§117.204. Art, Middle School 3, Adopted 2013.**

(a) Knowledge and Skills

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:

- (A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international;
- (B) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;
- (C) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately; and
- (D) compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately.

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

- (A) create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community;
- (B) apply the art-making process to solve problems and generate design solutions;
- (C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media;
- (D) use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination; and
- (E) create experimental artworks using installation, performance, or collaboration.

(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

- (A) analyze ways in which global, contemporary, historical, and political issues have influenced art;
  - (B) analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy;
  - (C) evaluate the relationships that exist among a society's art, music, theatre, and dance; and
  - (D) compare and contrast career and avocational opportunities in art such as various design, museum, and fine arts fields.
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
- (A) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;
  - (B) analyze original artworks and portfolios 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;
  - (C) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and
  - (D) understand and demonstrate proper exhibition etiquette.

**§117.210. Music, Middle School 3, Adopted 2013.**

(a) Knowledge and Skills

(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student demonstrates fundamental skills appropriate for a developing young musician. The student is expected to:

- (A) compare and contrast exemplary musical examples using technology and available live performances;
- (B) demonstrate detailed knowledge of tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems;
- (C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology;
- (D) analyze musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations; and
- (E) demonstrate health and wellness concepts related to musical practice such as hand positions, hearing protection, vocal health, hydration, and appropriate hygienic practice.

(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:

- (A) analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements;
- (B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;
- (C) create complex rhythmic phrases, using known rhythms, and complex melodic phrases, using known pitches, within an established system of notation;
- (D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and
- (E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a variety of keys and meters.

(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:

- (A) model, alone and in groups, characteristic vocal or instrumental timbre;
- (B) perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;

- (C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;
  - (D) perform independently and expressively a varied repertoire of music representing various styles and cultures;
  - (E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms;
  - (F) interpret a variety of music symbols and terms, incorporating appropriate stylistic qualities when performing, including sforzando, largo to presto, and previously known elements; and
  - (G) create complex rhythmic phrases using known rhythms and complex melodic phrases using known pitches at an appropriate level of difficulty.
- (4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:
- (A) perform music such as "The Star-Spangled Banner" and "Texas, Our Texas" that is representative of diverse cultures, including American and Texas heritage;
  - (B) compare and contrast written and aurally presented music representative of diverse genres, styles, periods, and cultures;
  - (C) compare and contrast relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, sciences, and language; and
  - (D) describe music-related vocations and avocations.
- (5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:
- (A) model appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings;
  - (B) apply criteria for listening to and evaluating musical performances;
  - (C) demonstrate processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings;
  - (D) apply criteria for listening to and evaluating personal performances;
  - (E) evaluate the quality and effectiveness of musical performances by comparing them to exemplary models and offer constructive suggestions for improvement; and
  - (F) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

**§117.213. Theatre, Middle School 3, Adopted 2013.**

(a) Knowledge and Skills

- (1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:
  - (A) evaluate characterization using emotional and sensory recall;
  - (B) explore preparation and warm-up techniques;
  - (C) create expressive movement and mime to define space and characters;
  - (D) demonstrate an increased understanding of the mechanisms of vocal production;
  - (E) apply knowledge of theatrical vocabulary and terminology; and
  - (F) explore and evaluate the structure and form of dramatic literature.
- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
  - (A) demonstrate safe use of the voice and body;
  - (B) portray characters through familiar movements and dialogue;
  - (C) create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively; and
  - (D) express thoughts and feelings using effective voice and diction.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
  - (A) recognize and select specific technical elements to suggest environment, establish mood, and support character and actions for performance;
  - (B) create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity using the principles of design;
  - (C) explore the director's role as a unifying force, problem solver, interpreter of script, and collaborator; and
  - (D) use technology in theatrical applications such as live theatre, video, and film.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
  - (A) demonstrate theatre as a reflection of life in particular times, places, and cultures through performance;
  - (B) explore theatre heritage such as historical and cultural influences as it is preserved in dramatic text, traditions, and conventions; and
  - (C) explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society.

- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
- (A) understand and demonstrate appropriate audience etiquette at various types of live performances;
  - (B) develop a knowledge of the terminology and process of evaluation such as intent, structure, effectiveness, and value and apply this process to performances using appropriate theatre vocabulary;
  - (C) demonstrate knowledge of production elements in theatre, film, television, and other media; and
  - (D) explore career and vocational opportunities in theatre.

## **§126.16. Technology Applications, Grade 8.**

### (a) Knowledge and Skills

- (1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to:
  - (A) identify, create, and use files in various formats, including text, raster and vector graphics, video, and audio files;
  - (B) create, present, and publish original works as a means of personal or group expression;
  - (C) explore complex systems or issues using models, simulations, and new technologies to develop hypotheses, modify input, and analyze results; and
  - (D) analyze trends and forecast possibilities.
- (2) Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to:
  - (A) create and manage personal learning networks to collaborate and publish with peers, experts, or others using digital tools such as blogs, wikis, audio/video communication, or other emerging technologies;
  - (B) communicate effectively with multiple audiences using a variety of media and formats; and
  - (C) create and publish products using technical writing strategies.
- (3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:
  - (A) create a research plan to guide inquiry;
  - (B) plan, use, and evaluate various search strategies, including keyword(s) and Boolean operators;
  - (C) select and evaluate various types of digital resources for accuracy and validity; and
  - (D) process data and communicate results.
- (4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:
  - (A) identify and define relevant problems and significant questions for investigation;
  - (B) plan and manage activities to develop a solution, design a computer program, or complete a project;
  - (C) collect and analyze data to identify solutions and make informed decisions;
  - (D) use multiple processes and diverse perspectives to explore alternative solutions;
  - (E) make informed decisions and support reasoning; and
  - (F) transfer current knowledge to the learning of newly encountered technologies.

- (5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:
- (A) understand, explain, and practice copyright principles, including current laws, fair use guidelines, creative commons, open source, and public domain;
  - (B) practice and explain ethical acquisition of information and standard methods for citing sources;
  - (C) practice and explain safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology; and
  - (D) understand and explain the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media.
- (6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:
- (A) define and use current technology terminology appropriately;
  - (B) evaluate and select technology tools based on licensing, application, and support;
  - (C) identify, understand, and use operating systems;
  - (D) understand and use software applications, including selecting and using software for a defined task;
  - (E) identify, understand, and use hardware systems;
  - (F) apply troubleshooting techniques, including restarting systems, checking power issues, resolving software compatibility, verifying network connectivity, connecting to remote resources, and modifying display properties;
  - (G) implement effective file management strategies such as file naming conventions, location, backup, hierarchy, folder structure, file conversion, tags, labels, and emerging digital organizational strategies;
  - (H) evaluate how changes in technology throughout history have impacted various areas of study;
  - (I) evaluate the relevance of technology as it applies to college and career readiness, life-long learning, and daily living;
  - (J) use a variety of local and remote input sources;
  - (K) use keyboarding techniques and ergonomic strategies while building speed and accuracy;
  - (L) create and edit files with productivity tools, including:
    - (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, mail merge, and list attributes;



- (ii) a spreadsheet workbook using advanced computational and graphic components such as complex formulas, advanced functions, data types, and chart generation;
  - (iii) a database by manipulating components, including defining fields, entering data, and designing layouts appropriate for reporting; and
  - (iv) a digital publication using relevant publication standards and graphic design principles;
- (M) plan and create non-linear media projects using graphic design principles;  
and
- (N) integrate two or more technology tools to create a new digital product.