

# Strong Teens for Healthy Schools

Alignment with the  
Texas Essential Knowledge and Skills for Grade 6<sup>th</sup>

<b>English Language Arts &amp; Reading</b>	
<b>Mathematics</b>	1D-F
<b>Science</b>	2B, 3A-B
<b>Social Studies</b>	
<b>Health Education</b>	4A-B, 7A-E, 8A-B, 9A-B, 10A-D
<b>Physical Education</b>	1A-B, 2A-B, 3A-H, 4A-B, 8A-C, 9A-B, 10A-B, 11A-B, 16A-B
<b>Art</b>	
<b>Music</b>	
<b>Theatre</b>	
<b>Technology Applications</b>	



**§110.22. English Language Arts and Reading, Grade 6, 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, ask clarifying questions, and respond appropriately;
    - (B) follow and give oral instructions that include multiple action steps;
    - (C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and
    - (D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.
  - (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 such as definition, analogy, and examples to clarify the meaning of words; and
    - (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.
  - (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 text;
    - (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; and
  - (I) reflect on and adjust responses as new evidence is presented.
- (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) infer multiple themes within and across texts using text evidence;
  - (B) analyze how the characters' internal and external responses develop the plot;
  - (C) analyze plot elements, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback; and
  - (D) analyze how the setting, including historical and cultural settings, influences character and plot development.
- (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, and myths;

- (B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;
  - (C) analyze how playwrights develop characters through dialogue and staging;
  - (D) analyze characteristics and structural elements of informational text, including:
    - (i) the controlling idea or thesis with supporting evidence;
    - (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and
    - (iii) organizational patterns such as definition, classification, advantage, and disadvantage;
  - (E) analyze characteristics and structures of argumentative text by:
    - (i) identifying the claim;
    - (ii) explaining how the author uses various types of evidence to support the argument; and
    - (iii) identifying the intended audience or reader; and
  - (F) analyze characteristics of multimodal and digital texts.; and
- (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) explain the author's purpose and message within a text;
  - (B) analyze how the use of text structure contributes to the author's purpose;
  - (C) analyze the author's use of print and graphic features to achieve specific purposes;
  - (D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;
  - (E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;
  - (F) analyze how the author's use of language contributes to mood and voice; and
  - (G) explain the differences between rhetorical devices and logical fallacies.
- (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) 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;
  - (B) 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 and details;
  - (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;
  - (D) 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;
    - (iii) conjunctive adverbs;
    - (iv) prepositions and prepositional phrases and their influence on subject-verb agreement;
    - (v) pronouns, including relative;
    - (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;
    - (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;
    - (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and
    - (ix) 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; and
  - (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;
- (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.

**§111.26. Mathematics, Grade 6, 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 rational numbers in a variety of forms. The student is expected to:
- (A) classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers;
  - (B) identify a number, its opposite, and its absolute value;
  - (C) locate, compare, and order integers and rational numbers using a number line;
  - (D) order a set of rational numbers arising from mathematical and real-world contexts; and
  - (E) extend representations for division to include fraction notation such as  $a/b$  represents the same number as  $a \div b$  where  $b \neq 0$ .
- (3) Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:
- (A) recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values;

- (B) determine, with and without computation, whether a quantity is increased or decreased when multiplied by a fraction, including values greater than or less than one;
  - (C) represent integer operations with concrete models and connect the actions with the models to standardized algorithms;
  - (D) add, subtract, multiply, and divide integers fluently; and
  - (E) multiply and divide positive rational numbers fluently.
- (4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:
- (A) compare two rules verbally, numerically, graphically, and symbolically in the form of  $y = ax$  or  $y = x + a$  in order to differentiate between additive and multiplicative relationships;
  - (B) apply qualitative and quantitative reasoning to solve prediction and comparison of realworld problems involving ratios and rates;
  - (C) give examples of ratios as multiplicative comparisons of two quantities describing the same attribute;
  - (D) give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients;
  - (E) represent ratios and percents with concrete models, fractions, and decimals;
  - (F) represent benchmark fractions and percents such as 1%, 10%, 25%,  $33\frac{1}{3}\%$ , and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers;
  - (G) generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money; and
  - (H) convert units within a measurement system, including the use of proportions and unit rates.
- (5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:
- (A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions;
  - (B) solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models; and
  - (C) use equivalent fractions, decimals, and percents to show equal parts of the same whole.
- (6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:
- (A) identify independent and dependent quantities from tables and graphs;

- (B) write an equation that represents the relationship between independent and dependent quantities from a table; and
  - (C) represent a given situation using verbal descriptions, tables, graphs, and equations in the form  $y = kx$  or  $y = x + b$ .
- (7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:
- (A) generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization;
  - (B) distinguish between expressions and equations verbally, numerically, and algebraically;
  - (C) determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations; and
  - (D) generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties.
- (8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:
- (A) extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle;
  - (B) model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes;
  - (C) write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers; and
  - (D) determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers.
- (9) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to represent situations. The student is expected to:
- (A) write one-variable, one-step equations and inequalities to represent constraints or conditions within problems;
  - (B) represent solutions for one-variable, one-step equations and inequalities on number lines; and
  - (C) write corresponding real-world problems given one-variable, one-step equations or inequalities.
- (10) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to:

- (A) model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts; and
  - (B) determine if the given value(s) make(s) one-variable, one-step equations or inequalities true.
- (11) Measurement and data. The student applies mathematical process standards to use coordinate geometry to identify locations on a plane. The student is expected to graph points in all four quadrants using ordered pairs of rational numbers.
- (12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:
- (A) represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots;
  - (B) the graphical representation of numeric data to describe the center, spread, and shape of the data distribution;
  - (C) summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution; and
  - (D) summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution.
- (13) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to solve problems. The student is expected to:
- (A) interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots; and
  - (B) distinguish between situations that yield data with and without variability.
- (14) 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) compare the features and costs of a checking account and a debit card offered by different local financial institutions;
  - (B) distinguish between debit cards and credit cards;
  - (C) balance a check register that includes deposits, withdrawals, and transfers;
  - (D) explain why it is important to establish a positive credit history;
  - (E) describe the information in a credit report and how long it is retained;
  - (F) describe the value of credit reports to borrowers and to lenders;
  - (G) explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study; and

- (H) compare the annual salary of several occupations requiring various levels of postsecondary education or vocational training and calculate the effects of the different annual salaries on lifetime income.

**§112.26. Science, Grade 6, Adopted 2021.**

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, 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 knows that matter is made of atoms, can be classified according to its properties, and can undergo changes. The student is expected to:
- (A) compare solids, liquids, and gases in terms of their structure, shape, volume, and kinetic energy of atoms and molecules;
  - (B) investigate the physical properties of matter to distinguish between pure substances, homogeneous mixtures (solutions), and heterogeneous mixtures;
  - (C) identify elements on the periodic table as metals, nonmetals, metalloids, and rare Earth elements based on their physical properties and importance to modern life;
  - (D) compare the density of substances relative to various fluids; and
  - (E) identify the formation of a new substance by using the evidence of a possible chemical change, including production of a gas, change in thermal energy, production of a precipitate, and color change.
- (7) Force, motion, and energy. The student knows the nature of forces and their role in systems that experience stability or change. The student is expected to:
- (A) identify and explain how forces act on objects, including gravity, friction, magnetism, applied forces, and normal forces, using real-world applications;
  - (B) calculate the net force on an object in a horizontal or vertical direction using diagrams and determine if the forces are balanced or unbalanced; and
  - (C) identify simultaneous force pairs that are equal in magnitude and opposite in direction that result from the interactions between objects using Newton's Third Law of Motion.
- (8) Force, motion, and energy. The student knows that the total energy in systems is conserved through energy transfers and transformations. The student is expected to:
- (A) compare and contrast gravitational, elastic, and chemical potential energies with kinetic energy;
  - (B) describe how energy is conserved through transfers and transformations in systems such as electrical circuits, food webs, amusement park rides, or photosynthesis; and
  - (C) explain how energy is transferred through transverse and longitudinal waves.
- (9) Earth and space. The student models the cyclical movements of the Sun, Earth, and Moon and describes their effects. The student is expected to:
- (A) model and illustrate how the tilted Earth revolves around the Sun, causing changes in seasons; and
  - (B) describe and predict how the positions of the Earth, Sun, and Moon cause daily, spring, and neap cycles of ocean tides due to gravitational forces.

- (10) Earth and space. The student understands the rock cycle and the structure of Earth. The student is expected to:
- (A) differentiate between the biosphere, hydrosphere, atmosphere, and geosphere and identify components of each system;
  - (B) model and describe the layers of Earth, including the inner core, outer core, mantle, and crust; and
  - (C) describe how metamorphic, igneous, and sedimentary rocks form and change through geologic processes in the rock cycle.
- (11) Earth and space. The student understands how resources are managed. The student is expected to:
- (A) research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution, and
  - (B) explain how conservation, increased efficiency, and technology can help manage air, water, soil, and energy resources.
- (12) Organisms and environments. The student knows that interdependence occurs between living systems and the environment. The student is expected to:
- (A) investigate how organisms and populations in an ecosystem depend on and may compete for biotic factors such as food and abiotic factors such as availability of light and water, range of temperatures, or soil composition;
  - (B) describe and give examples of predatory, competitive, and symbiotic relationships between organisms, including mutualism, parasitism, and commensalism; and
  - (C) describe the hierarchical organization of organism, population, and community within an ecosystem.
- (13) Organisms and environments. The student knows that organisms have an organizational structure and variations can influence survival of populations. The student is expected to:
- (A) describe the historical development of cell theory and explain how organisms are composed of one or more cells, which come from pre-existing cells and are the basic unit of structure and function;
  - (B) identify and compare the basic characteristics of organisms, including prokaryotic and eukaryotic, unicellular and multicellular, and autotrophic and heterotrophic; and
  - (C) describe how variations within a population can be an advantage or disadvantage to the survival of a population as environments change.

**§113.18. Social Studies, Grade 6, Adopted 2018.**

- (a) Knowledge and skills.
- (1) History. The student understands that historical events influence contemporary events. The student is expected to:
    - (A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade; and
    - (B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.
  - (2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:
    - (A) identify and describe the historical influence of individuals or groups on various contemporary societies; and
    - (B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.
  - (3) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:
    - (A) identify and explain the geographic factors responsible for patterns of population in places and regions;
    - (B) explain ways in which human migration influences the character of places and regions;
    - (C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and
    - (D) identify the location of major world countries for each of the world regions.
  - (4) Geography. The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:
    - (A) explain the geographic factors responsible for the location of economic activities in places and regions; and
    - (B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.
  - (5) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:
    - (A) describe ways people have been impacted by physical processes such as earthquakes and climate;
    - (B) identify and analyze ways people have adapted to the physical environment in various places and regions; and

- (C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.
- (6) Economics. The student understands the factors of production in a society's economy. The student is expected to:
- (A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;
  - (B) identify problems that may arise when one or more of the factors of production is in relatively short supply; and
  - (C) explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.
- (7) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:
- (A) compare ways in which various societies organize the production and distribution of goods and services;
  - (B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; and
  - (C) understand the importance of ethics in maintaining a functional free enterprise system.
- (8) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:
- (A) define and give examples of agricultural, retail, manufacturing (goods), and service industries; and
  - (B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.
- (9) Government. The student understands the concepts of limited and unlimited governments. The student is expected to:
- (A) describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);
  - (B) identify reasons for limiting the power of government; and
  - (C) identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups.
- (10) Government. The student understands various ways in which people organize governments. The student is expected to:
- (A) identify and give examples of governments with rule by one, few, or many;
  - (B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and
  - (C) identify historical origins of democratic forms of government such as Ancient Greece.

- (11) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:
- (A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and
  - (B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.
- (12) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:
- (A) identify and explain the duty of civic participation in societies with representative governments; and
  - (B) explain relationships among rights, responsibilities, and duties in societies with representative governments.
- (13) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:
- (A) identify and describe common traits that define cultures and culture regions;
  - (B) define a multicultural society;
  - (C) analyze the experiences and contributions of diverse groups to multicultural societies; and
  - (D) identify and explain examples of conflict and cooperation between and among cultures.
- (14) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:
- (A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;
  - (B) compare characteristics of institutions in various contemporary societies; and
  - (C) analyze the efforts and activities institutions use to sustain themselves over time.
- (15) Culture. The student understands relationships that exist among world cultures. The student is expected to:
- (A) identify and describe means of cultural diffusion such as trade, travel, and war;
  - (B) identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development;
  - (C) analyze the impact of improved communication technology among cultures; and
  - (D) identify the impact of cultural diffusion on individuals and world societies..
- (16) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:

- (A) explain the relationships that exist between societies and their architecture, art, music, and literature;
  - (B) describe ways in which contemporary issues influence creative expressions; and
  - (C) identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.
- (17) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:
- (A) explain the relationship among religious ideas, philosophical ideas, and cultures; and
  - (B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.
- (18) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:
- (A) identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world;
  - (B) explain how resources, economic factors, and political decisions affect the use of technology; and
  - (C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.
- (19) 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 oral, print, and visual material and artifacts to acquire information about various world cultures;
  - (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
  - (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and
  - (D) identify different points of view about an issue or current topic.
- (20) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?;

- (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts;
  - (C) compare various world regions and countries using data from maps, graphs, and charts; and
  - (D) create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.
- (21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
  - (B) incorporate main and supporting ideas in verbal and written communication based on research;
  - (C) express ideas orally based on research and experiences;
  - (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research; and
  - (E) use effective written communication skills, including proper citations to avoid plagiarism.
- (22) 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.

**§115.26. Health Education, Grade 6, Adopted 2020.**

- (a) Knowledge and skills.
- (1) Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to explain how to maintain the healthy status of 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) compare immediate and long-term effects of personal health care choices such as personal and dental hygiene;
    - (B) develop criteria for evaluating the validity of health information and sources;
    - (C) describe ways to demonstrate decision-making skills based on health information;
    - (D) identify current health-related issues and recommendations or guidelines;
    - (E) explain the role of preventive health measures, immunizations, and treatment such as wellness exams and dental check-ups in disease prevention;
    - (F) describe actions that should be taken when illness occurs, including asthma, diabetes, and epilepsy; and
    - (G) describe and recognize the 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) demonstrate healthy methods for communicating emotions in a variety of scenarios;
    - (B) assess and demonstrate healthy ways of responding to conflict;
    - (C) differentiate between positive and negative peer influence;
    - (D) describe methods for communicating important issues with and understanding perspectives of parents and peers;
    - (E) discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios; and
    - (F) identify strategies for using non-violent conflict resolution 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) identify how physical and social changes impact self-esteem;
    - (B) identify possible health benefits of setting and implementing 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) explain the steps in the decision-making process and the importance of following the steps.
- (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) identify and discuss how adolescent brain development influences emotions, decision making, and logic; and
  - (B) relate physical environmental factors such as school climate and availability of resources to individual, family, and community health.
- (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) examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others;
  - (B) identify and describe lifetime strategies for managing conditions that impact learning such as attention-deficit disorder (ADD), attention-deficit/hyperactivity disorder (ADHD), dyslexia, dysgraphia, and sensory issues;
  - (C) identify how to respond positively to develop resiliency;
  - (D) describe healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief;
  - (E) identify causes and effects associated with 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;
  - (F) 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;
  - (G) explain the role of a healthy self-concept in avoiding self-harming behaviors that can occur when someone is struggling to manage overwhelming emotions; and
  - (H) identify suicide prevention resources such as the National Suicide Prevention Hotline.
- (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) define micronutrients, including calcium and iron, and their recommended daily allowances;
  - (B) compare and contrast common food labels and menus for nutritional content and calories;

- (C) describe healthy and unhealthy dietary practices;
  - (D) explain the importance of a realistic personal dietary plan; and
  - (E) evaluate the importance of choosing lower sodium alternatives to foods that have high levels of sodium such as salty snacks and canned vegetables.
- (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) identify the CDC guidelines for daily physical activity throughout the lifespan; and
  - (B) analyze the benefits of regular physical activity on mental, physical, and social health.
- (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) make a variety of healthy personal food choices and develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels; and
  - (B) explain the role of media and technology in influencing individual and community health related to physical activity and nutritional choices.
- (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 dietary choices on the prevention of obesity, heart disease, and diabetes;
  - (B) identify strategies to adopt healthy behaviors to reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes;
  - (C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and
  - (D) discuss the nutritional differences between preparing and serving fresh or minimally processed foods and 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 describe basic first-aid procedures.
- (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) discuss and demonstrate strategies for avoiding violence, gangs, weapons, and human trafficking;
  - (B) define safe haven and identify dedicated safe haven locations in the community;

- (C) describe the dangers associated with a variety of weapons;
  - (D) explain the importance of complying with rules prohibiting possession of weapons; and
  - (E) create a personal safety plan.
- (13) 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) discuss appropriate personal digital and online communication boundaries;
  - (B) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;
  - (C) discuss and analyze consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;
  - (D) discuss strategies and techniques for identity protection in digital and online environments;
  - (E) identify how technology is used to recruit or manipulate potential victims of sex trafficking; and
  - (F) identify the current legal consequences of cyberbullying and inappropriate digital and online communication.
- (14) 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 how exposure to family violence can influence behavior and the importance of reporting suspected abuse;
  - (B) assess healthy and appropriate ways of responding to and discouraging bullying and cyberbullying, including behavior that takes place at school;
  - (C) analyze the impact that bullying has on both victims and bullies;
  - (D) identify strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual; and
  - (E) discuss ways to seek the input of parents and other trusted adults in problem solving issues relating to violence and bullying.
- (15) 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) describe the misuse and abuse of prescription and over-the-counter drugs, including combining drugs, and the dangers associated with each;
  - (B) compare and contrast examples of prescription and over-the-counter drug labels;

- (C) identify and describe practices used to safely store and properly dispose of prescription and over-the-counter drugs; and
  - (D) describe substance abuse and addiction to alcohol, vaping products, tobacco, other drugs, and dangerous substances.
- (16) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:
- (A) describe the short- and long-term health consequences of prescription and over-the-counter drug misuse and substance use disorders; and
  - (B) discuss the legal consequences related to the use, misuse, and possession of drugs, including prescription drugs.
- (17) 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 ways to report a suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult;
  - (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;
  - (C) identify examples of who, when, where, and how to get help related to unsafe situations regarding the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.
- (18) 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) explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs;
  - (B) describe methods for differentiating between positive and negative relationships that can influence alcohol, tobacco, and other drug use;
  - (C) identify physical and social influences on alcohol, tobacco, and other drug use behaviors; and
  - (D) explain the relationships between alcohol, tobacco, drugs, and other substances and the role each can play in unsafe situations such as drinking and driving.
- (19) 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:
- (A) identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances;

- (B) demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present; and
  - (C) identify and describe strategies for avoiding alcohol, tobacco, and other drugs, including opioids.
- (20) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:
- (A) define and distinguish between friendship, infatuation, dating/romantic relationships, and marriage;
  - (B) describe how friendships provide a foundation for healthy dating/romantic relationships;
  - (C) list healthy ways to express friendship, affection, and love;
  - (D) describe characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility;
  - (E) explain that each person in a dating/romantic relationship should be treated with dignity and respect; and
  - (F) describe how healthy marriages can contribute to healthy families and communities.
- (21) 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) identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse;
  - (B) identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking;
  - (C) list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation;
  - (D) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult;
  - (E) explain how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships;
  - (F) identify communication and refusal skills and how they can be applied in dating/romantic relationships; and
  - (G) explain the importance of clearly communicating and respecting personal boundaries and using refusal skills related to physical intimacy such as holding hands, hugging, and kissing.
- (22) 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) describe changes in male and female anatomy and physiology during puberty and how rates and patterns of development can vary between individuals;
  - (B) describe the process, characteristics, and variations of the menstrual cycle;
  - (C) analyze the role of hormones related to growth and development and personal health;
  - (D) describe the cellular process of fertilization in human reproduction; and
  - (E) explain significant milestones of fetal development.
- (23) 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) identify teen pregnancy as a possible outcome of sexual activity;
  - (B) identify life goals that one wishes to achieve prior to becoming a parent;
  - (C) define sexually transmitted infections (STIs) and sexually transmitted diseases (STDs) as infections or diseases that are spread through sex or sexual activity;
  - (D) identify what emotional risks are associated with sexual activity between unmarried persons of school age;
  - (E) define abstinence as refraining from all forms of sexual activity and genital contact between individuals and discuss the importance of seeking support from parents, other trusted adults, and peers to be abstinent;
  - (F) explain why abstinence is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
  - (G) identify why abstinence from sexual activity is the only method that is 100% effective in preventing pregnancy; STDs/STIs, including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS); and the emotional risks associated with adolescent sexual activity;
  - (H) list the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, student academic achievement, and alignment with personal, family, and moral or religious beliefs and values; and
  - (I) explain how laws protect victims of sexual harassment, sexual abuse, and sexual assault.

**§116.22. Physical Education, Grade 6, 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) perform a variety of locomotor skills and combinations during dynamic activities and games; and
  - (B) demonstrate 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) demonstrate balance with control during dynamic activities and games; and
  - (B) demonstrate proper body positioning, proficiency, footwork, and offensive and defensive skills during dynamic activities and games.
- (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) demonstrate correct technique when throwing to a moving target;
  - (B) demonstrate correct catching technique from different levels and trajectories with a variety of objects;
  - (C) demonstrate correct hand dribbling technique when changing both speed and direction while maintaining ball control;
  - (D) demonstrate correct foot dribbling technique with control while changing both speed and direction during dynamic activities and game situations;
  - (E) demonstrate correct technique in kicking and punting with accuracy during dynamic activities and lead-up games;
  - (F) demonstrate correct technique in volleying to a target with control and accuracy;
  - (G) demonstrate correct technique when striking an object with speed, accuracy, force, and distance using a hand or handled implement during dynamic activities and lead-up games; and
  - (H) create and perform a jump rope routine using a variety of advanced skills.
- (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) demonstrate the appropriate use of open space and closing space during dynamic activities, games, and sports; and

- (B) apply speed, direction, and force with a long-handled 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 perform rhythmic routines with intermediate 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) demonstrate offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games;
  - (B) demonstrate combinations of locomotor, manipulative, and game skills in dynamic activities to achieve individual or team goals; and
  - (C) demonstrate appropriate sporting behavior with teammates, opponents, and officials.
- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in self-selected, organized outdoor recreational skills, 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) describe the long-term benefits of moderate to vigorous physical activity on overall health and wellness;
  - (B) describe the frequency, intensity, time, and type (FITT) principle and how it improves fitness in relation to aerobic and anaerobic activities; and
  - (C) describe health-related and skill-related fitness components and their impact on personal fitness.
- (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) develop an individual fitness plan using personal fitness goals; and
  - (B) analyze results of fitness assessments to identify strategies for self-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) identify macronutrients, including carbohydrates, fats, and proteins, and examine their relationship to optimal physical performance; and

- (B) identify how environmental temperature and humidity each contribute to dehydration and heat illness.
- (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 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) explain the importance of and accept responsibility for personal actions that affect self and others during game situations and sports;
  - (B) explain the importance of and demonstrate respect for differences and similarities in abilities of self and others during dynamic activities and lead-up games; and
  - (C) apply 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) explain and demonstrate effective communication 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 discuss the importance of accepting individual challenges and demonstrate self-management skills to persevere in a positive manner 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 analyze feedback to make appropriate changes 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) develop 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) describe how participation in a variety of physical activities builds confidence and increases personal enjoyment.

**§117.202. Art, Middle School 1, 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, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
    - (B) understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately;
    - (C) understand and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using art vocabulary appropriately; and
    - (D) discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art 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 based on direct observations, original sources, personal experiences, and the community;
    - (B) apply the art-making process to solve problems and generate design solutions; and
    - (C) produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials.
  - (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) identify the influence of historical and political events in artworks;
    - (B) identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;
    - (C) explain the relationships that exist between societies and their art and architecture; and

- (D) explore 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 or oral responses to artwork using appropriate art vocabulary;]
  - (B) analyze original artworks 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) develop a portfolio;
  - (D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and
  - (E) understand and demonstrate proper exhibition etiquette.

**§117.208. Music, Middle School 1, Adopted 2013.**

**§117.208. Music, Middle School 1, Adopted 2013.**

(a) Knowledge and skills.

- (1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:
  - (A) experience and explore exemplary musical examples using technology and available live performances;
  - (B) describe tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems;
  - (C) describe musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, corresponding rests, and meter, including 2/4, 3/4, and 4/4, using standard terminology;
  - (D) identify musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations; and
  - (E) explore health and wellness concepts related to musical practice such as body mechanics, 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) identify music symbols and terms referring to notation, including repeat sign; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando, ritardando, moderato, and allegro; and articulations, including staccato and legato;
  - (B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;
  - (C) create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty 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 and homophonic music using the appropriate clef in a minimum of two keys and three meters, including 2/4, 3/4, and 4/4.
- (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) demonstrate, 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, developing 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 music symbols and terms referring to keys; clefs; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando and ritardando; and articulations, including staccato and legato, appropriately when performing; and
  - (G) create rhythmic phrases using known rhythms and 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 representative of diverse cultures, including American and Texas heritage;
  - (B) describe written and aurally presented music representative of diverse styles, periods, and cultures;
  - (C) identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences; 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) demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings;
  - (B) identify criteria for listening to and evaluating musical performances;
  - (C) describe processes and select the tools for self-evaluation and personal artistic improvement such as critical listening and individual and group performance recordings;

- (D) evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and
- (E) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

**§117.211. Theatre, Middle School 1, 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) develop characterization based on sensory and emotional recall;
    - (B) expand body awareness and spatial perceptions using mime;
    - (C) respond to sounds, music, images, and the written word, incorporating movement;
    - (D) develop an understanding of the mechanisms of vocal production;
    - (E) identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces; and
    - (F) identify the structure and form in examples 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) imagine and clearly describe characters, their relationships, and their surroundings;
    - (C) select movements and dialogue to appropriately portray an imaginative character drawn from personal experience, cultural heritage, literature, and history;
    - (D) dramatize literary selections and imitate life experiences through dramatic play;
    - (E) express emotions and ideas using interpretive movements and dialogue; and
    - (F) create environments, characters, and actions.
  - (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
    - (A) create character, environment, action, and theme collaboratively through the safe use of props, costumes, and visual elements;
    - (B) create suitable environments for dramatizations;
    - (C) collaborate to plan brief dramatizations; 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 the role of theatre as a reflection of history, society, and culture through participation in dramatic activities; and
    - (B) explore the influences of theatre, film, television, and electronic media such as key developments, figures, and works in society.
  - (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
    - (A) identify and apply audience etiquette at all performances;

- (B) develop simple oral and written observations about the visual, aural, oral, and kinetic aspects of theatrical performances such as informal playmaking or formal theatre;
- (C) identify production elements of theatre, film, television, and other media; and
- (D) examine selected occupations in theatre such as director, stage manager, actor, designer, running crew, front of house, and educator.

**§126.14. Technology Applications, Grade 6, Beginning with School Year 2012-2013.**

- (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 such as text, raster and vector graphics, video, and audio files;
    - (B) create original works as a means of personal or group expression;
    - (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results; and
    - (D) discuss trends and possible outcomes.
  - (2) Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to:
    - (A) participate in personal learning networks to collaborate 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) read and discuss examples of technical writing.
  - (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) discuss and use 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 copyright principles, including current laws, fair use guidelines, creative commons, open source, and public domain;
  - (B) practice ethical acquisition of information and standard methods for citing sources;
  - (C) practice safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology; and
  - (D) understand 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) 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) understand troubleshooting techniques such as restarting systems, checking power issues, resolving software compatibility, verifying network connectivity, connecting to remote resources, and modifying display properties;
  - (G) demonstrate effective file management strategies such as file naming conventions, location, backup, hierarchy, folder structure, file conversion, tags, labels, and emerging digital organizational strategies;
  - (H) discuss how changes in technology throughout history have impacted various areas of study;
  - (I) discuss 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, and list attributes;
    - (ii) a spreadsheet workbook using basic computational and graphic components such as basic formulas and functions, data types, and chart generation;

- (iii) a database by manipulating components such as entering and searching for relevant data; and
- (iv) a digital publication using relevant publication standards;
- (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