

4-H Food & Nutrition Programs

Alignment with the
Texas Essential Knowledge and Skills for Grade 10th

English Language Arts & Reading	
Mathematics	
Science	
Social Studies	
Health Education	6, 7A, 8A-B, 9A-B
Physical Education	5B-C, BF
Art	
Music	
Theatre	



§110.37. English Language Arts and Reading, English II (One Credit), 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) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;
 - (B) give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and
 - (C) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
- (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 such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or disciplinebased vocabulary;
 - (B) analyze context to distinguish among denotative, connotative, and figurative meanings of words; and
 - (C) determine the meaning of foreign words or phrases used frequently in English such as *pas de deux*, *status quo*, *déjà vu*, *avant-garde*, and *coup d'état*.
- (3) 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.
- (4) 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 from multiple texts 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.
- (5) 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 texts within and across genres;
 - (C) use text evidence and original commentary to support an interpretive 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 acquired content and academic 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 when valid evidence warrants; and
 - (J) defend or challenge the authors' claims using relevant text evidence.; and
- (6) 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 characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;
 - (B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;
 - (C) analyze isolated scenes and their contribution to the success of the plot as a whole; and
 - (D) analyze how historical and cultural settings influence characterization, plot, and theme across texts.
- (7) 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) read and analyze world literature across literary periods;

- (B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;
 - (C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
 - (D) analyze characteristics and structural elements of informational texts such as:
 - (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and
 - (ii) the relationship between organizational design and thesis;
 - (E) analyze characteristics and structural elements of argumentative texts such as:
 - (i) clear arguable claim, appeals, and convincing conclusion;
 - (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
 - (iii) identifiable audience or reader; and
 - (F) analyze characteristics of multimodal and digital texts.
- (8) 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) analyze the author's purpose, audience, and message within a text;
 - (B) analyze use of text structure to achieve the author's purpose;
 - (C) evaluate the author's use of print and graphic features to achieve specific purposes;
 - (D) analyze how the author's use of language informs and shapes the perception of readers;
 - (E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;
 - (F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
 - (G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.
- (9) 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 use appropriate conventions. The student is expected to:
- (H) apply mathematics to problems arising in everyday life, society, and the workplace;

- (I) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
 - (J) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
 - (i) using an organizing structure appropriate to purpose, audience, topic, and context; and
 - (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;
 - (K) apply mathematics to problems arising in everyday life, society, and the workplace;
 - (L) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
 - (M) edit drafts using standard English conventions, including:
 - (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;
 - (ii) consistent, appropriate use of verb tense and active and passive voice;
 - (iii) pronoun-antecedent agreement;
 - (iv) correct capitalization;
 - (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and
 - (vi) correct spelling; and
 - (N) publish written work for appropriate audiences.
- (10) 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 fiction and poetry using genre characteristics and craft;
 - (B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;
 - (C) compose argumentative texts using genre characteristics and craft; and
 - (D) compose correspondence in a professional or friendly structure.
- (11) 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) apply mathematics to problems arising in everyday life, society, and the workplace;

- (B) develop questions for formal and informal inquiry;
- (C) critique the research process at each step to implement changes as needs occur and are identified;
- (D) develop and revise a plan;
- (E) modify the major research question as necessary to refocus the research plan;
- (E) locate relevant sources;
- (F) synthesize information from a variety of sources;
- (G) examine sources for:
 - (i) credibility and bias, including omission; and
 - (ii) faulty reasoning such as incorrect premise, hasty generalizations, and either-or;
- (H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and
- (I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

§111.40. Algebra II, Adopted 2012 (One-Half to One Credit).

(a) Knowledge and skills.

- (1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
 - (J) apply mathematics to problems arising in everyday life, society, and the workplace;
 - (K) 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;
 - (L) 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;
 - (M) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
 - (N) create and use representations to organize, record, and communicate mathematical ideas;
 - (O) analyze mathematical relationships to connect and communicate mathematical ideas; and
 - (P) display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
- (2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:
 - (K) formulate systems of equations, including systems consisting of three linear equations in three variables and systems consisting of two equations, the first linear and the second quadratic;
 - (L) graph the functions $f(x)=\sqrt{x}$, $f(x)=1/x$, $f(x)=x^3$, $f(x)=3\sqrt{x}$, $f(x)=bx$, $f(x)=|x|$, and $f(x)=\log_b(x)$ where b is 2, 10, and e , and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval;
 - (M) graph and write the inverse of a function using notation such as $f^{-1}(x)$;
 - (N) describe and analyze the relationship between a function and its inverse (quadratic and square root, logarithmic and exponential), including the restriction(s) on domain, which will restrict its range; and
 - (O) use the composition of two functions, including the necessary restrictions on the domain, to determine if the functions are inverses of each other.
- (3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:

- (A) formulate systems of equations, including systems consisting of three linear equations in three variables and systems consisting of two equations, the first linear and the second quadratic;
 - (B) solve systems of three linear equations in three variables by using Gaussian elimination, technology with matrices, and substitution;
 - (C) solve, algebraically, systems of two equations in two variables consisting of a linear equation and a quadratic equation;
 - (D) determine the reasonableness of solutions to systems of a linear equation and a quadratic equation in two variables;
 - (E) formulate systems of at least two linear inequalities in two variables;
 - (F) solve systems of two or more linear inequalities in two variables; and
 - (G) determine possible solutions in the solution set of systems of two or more linear inequalities in two variables.
- (4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:
- (A) write the quadratic function given three specified points in the plane;
 - (B) write the equation of a parabola using given attributes, including vertex, focus, directrix, axis of symmetry, and direction of opening
 - (C) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(bx)$, and $f(x - c)$ for specific positive and negative values of a , b , c , and d ;
 - (D) transform a quadratic function $f(x) = ax^2 + bx + c$ to the form $f(x) = a(x - h)^2 + k$ to identify the different attributes of $f(x)$;
 - (E) formulate quadratic and square root equations using technology given a table of data;
 - (F) solve quadratic and square root equations;
 - (G) identify extraneous solutions of square root equations; and
 - (H) solve quadratic inequalities.
- (5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:
- (A) determine the effects on the key attributes on the graphs of $f(x) = bx$ and $f(x) = \log_b(x)$ where b is 2, 10, and e when $f(x)$ is replaced by $af(x)$, $f(x) + d$, and $f(x - c)$ for specific positive and negative real values of a , c , and d ;
 - (B) formulate exponential and logarithmic equations that model real-world situations, including exponential relationships written in recursive notation;
 - (C) rewrite exponential equations as their corresponding logarithmic equations and logarithmic equations as their corresponding exponential equations;

- (D) solve exponential equations of the form $y = abx$ where a is a nonzero real number and b is greater than zero and not equal to one and single logarithmic equations having real solutions; and
- (E) determine the reasonableness of a solution to a logarithmic equation.
- (6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:
- (A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a , b , c , and d ;
- (B) solve cube root equations that have real roots;
- (C) analyze the effect on the graphs of $f(x) = |x|$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x-c)$, and $f(x) + d$ for specific positive and negative real values of a , b , c , and d ;
- (D) formulate absolute value linear equations;
- (E) solve absolute value linear equations;
- (F) solve absolute value linear inequalities;
- (G) analyze the effect on the graphs of $f(x) = 1/x$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x-c)$, and $f(x) + d$ for specific positive and negative real values of a , b , c , and d ;
- (H) formulate rational equations that model real-world situations;
- (I) solve rational equations that have real solutions; (J) determine the reasonableness of a solution to a rational equation;
- (J) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation; and
- (K) formulate and solve equations involving inverse variation.
- (7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:
- (A) add, subtract, and multiply complex numbers;
- (B) add, subtract, and multiply polynomials;
- (C) determine the quotient of a polynomial of degree three and of degree four when divided by a polynomial of degree one and of degree two;
- (D) determine the linear factors of a polynomial function of degree three and of degree four using algebraic methods;
- (E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping;
- (F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two;

- (G) rewrite radical expressions that contain variables to equivalent forms;
 - (H) solve equations involving rational exponents; and
 - (I) write the domain and range of a function in interval notation, inequalities, and set notation.
- (8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:
- (A) analyze data to select the appropriate model from among linear, quadratic, and exponential models;
 - (B) use regression methods available through technology to write a linear function, a quadratic function, and an exponential function from a given set of data; and
 - (C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models.

§112.35. Chemistry (One Credit), Adopted 2017.

(a) Knowledge and skills

(1) Scientific processes. The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

- (A) demonstrate safe practices during laboratory and field investigations, including the appropriate use of safety showers, eyewash fountains, safety goggles or chemical splash goggles, as appropriate, and fire extinguishers;
- (B) know specific hazards of chemical substances such as flammability, corrosiveness, and radioactivity as summarized on the Safety Data Sheets (SDS); and
- (C) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials.

(2) Scientific processes. The student uses scientific practices to solve investigative questions. The student is expected to:

- (A) know the definition of science and understand that it has limitations, as specified in subsection (b)(2) of this section;
- (B) know that scientific hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories;
- (C) know that scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well established and highly reliable explanations, but may be subject to change as new areas of science and new technologies are developed;
- (D) distinguish between scientific hypotheses and scientific theories;
- (E) plan and implement investigative procedures, including asking questions, formulating testable hypotheses, and selecting equipment and technology, including graphing calculators, computers and probes, electronic balances, an adequate supply of consumable chemicals, and sufficient scientific glassware such as beakers, Erlenmeyer flasks, pipettes, graduated cylinders, volumetric flasks, and burettes;
- (F) collect data and make measurements with accuracy and precision;
- (G) express and manipulate chemical quantities using scientific conventions and mathematical procedures, including dimensional analysis, scientific notation, and significant figures;
- (H) organize, analyze, evaluate, make inferences, and predict trends from data; and
- (I) communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphs, journals, summaries, oral reports, and technology-based reports.

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

- (A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student;
- (B) communicate and apply scientific information extracted from various sources such as current events, published journal articles, and marketing materials;
- (C) draw inferences based on data related to promotional materials for products and services;
- (D) evaluate the impact of research on scientific thought, society, and the environment;
- (E) describe the connection between chemistry and future careers; and
- (F) describe the history of chemistry and contributions of scientists.

(4) Science concepts. The student knows the characteristics of matter and can analyze the relationships between chemical and physical changes and properties. The student is expected to:

- (A) differentiate between physical and chemical changes and properties;
- (B) identify extensive properties such as mass and volume and intensive properties such as density and melting point;
- (C) compare solids, liquids, and gases in terms of compressibility, structure, shape, and volume; and
- (D) classify matter as pure substances or mixtures through investigation of their properties.

(5) Science concepts. The student understands the historical development of the Periodic Table and can apply its predictive power. The student is expected to:

- (A) explain the use of chemical and physical properties in the historical development of the Periodic Table;
- (B) identify and explain the properties of chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, using the Periodic Table; and
- (C) interpret periodic trends, including atomic radius, electronegativity, and ionization energy, using the Periodic Table.

(6) Science concepts. The student knows and understands the historical development of atomic theory. The student is expected to:

- (A) describe the experimental design and conclusions used in the development of modern atomic theory, including Dalton's Postulates, Thomson's discovery of electron properties, Rutherford's nuclear atom, and Bohr's nuclear atom;
- (B) describe the mathematical relationships between energy, frequency, and wavelength of light using the electromagnetic spectrum;

- (C) calculate average atomic mass of an element using isotopic composition; and
- (D) express the arrangement of electrons in atoms of representative elements using electron configurations and Lewis valence electron dot structures.

(7) Science concepts. The student knows how atoms form ionic, covalent, and metallic bonds. The student is expected to:

- (A) name ionic compounds containing main group or transition metals, covalent compounds, acids, and bases using International Union of Pure and Applied Chemistry (IUPAC) nomenclature rules;
- (B) write the chemical formulas of ionic compounds containing representative elements, transition metals and common polyatomic ions, covalent compounds, and acids and bases;
- (C) construct electron dot formulas to illustrate ionic and covalent bonds;
- (D) describe metallic bonding and explain metallic properties such as thermal and electrical conductivity, malleability, and ductility; and
- (E) classify molecular structure for molecules with linear, trigonal planar, and tetrahedral electron pair geometries as explained by Valence Shell Electron Pair Repulsion (VSEPR) theory.

(8) Science concepts. The student can quantify the changes that occur during chemical reactions. The student is expected to:

- (A) define and use the concept of a mole;
- (B) calculate the number of atoms or molecules in a sample of material using Avogadro's number;
- (C) calculate percent composition of compounds;
- (D) differentiate between empirical and molecular formulas;
- (E) write and balance chemical equations using the law of conservation of mass;
- (F) differentiate among double replacement reactions, including acid-base reactions and precipitation reactions, and oxidation-reduction reactions such as synthesis, decomposition, single replacement, and combustion reactions;
- (G) perform stoichiometric calculations, including determination of mass and gas volume relationships between reactants and products and percent yield; and
- (H) describe the concept of limiting reactants in a balanced chemical equation.

(9) Science concepts. The student understands the principles of ideal gas behavior, kinetic molecular theory, and the conditions that influence the behavior of gases. The student is expected to:

- (A) describe and calculate the relations between volume, pressure, number of moles, and temperature for an ideal gas as described by Boyle's law, Charles' law, Avogadro's law, Dalton's law of partial pressure, and the ideal gas law; and
- (B) describe the postulates of kinetic molecular theory. (10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:
- (C) describe the unique role of water in solutions in terms of polarity;

- (D) apply the general rules regarding solubility through investigations with aqueous solutions;
- (E) calculate the concentration of solutions in units of molarity;
- (F) calculate the dilutions of solutions using molarity;
- (G) distinguish among types of solutions such as electrolytes and nonelectrolytes; unsaturated, saturated, and supersaturated solutions; and strong and weak acids and bases;
- (H) investigate factors that influence solid and gas solubilities and rates of dissolution such as temperature, agitation, and surface area;
- (I) define acids and bases and distinguish between Arrhenius and Bronsted-Lowry definitions and predict products in acid-base reactions that form water; and
- (J) define pH and calculate the pH of a solution using the hydrogen ion concentration.

(11) Science concepts. The student understands the energy changes that occur in chemical reactions. The student is expected to:

- (A) describe energy and its forms, including kinetic, potential, chemical, and thermal energies;
- (B) describe the law of conservation of energy and the processes of heat transfer in terms of calorimetry;
- (C) classify reactions as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis; and
- (D) perform calculations involving heat, mass, temperature change, and specific heat.

(12) Science concepts. The student understands the basic processes of nuclear chemistry. The student is expected to:

- (A) describe the characteristics of alpha, beta, and gamma radioactive decay processes in terms of balanced nuclear equations; and
- (B) compare fission and fusion reactions.

§113.42. World History (One Credit), Adopted 2018.

(c) Knowledge and skills

(1) History. The student understands traditional historical points of reference in world history. The student is expected to:

- (A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations;
- (B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;
- (C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;
- (D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;
- (E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and
- (F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.

(2) History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:

- (A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;
- (B) identify the characteristics of civilization; and
- (C) explain how major river valley civilizations influenced the development of the classical civilizations.

(3) History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:

- (A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome;
 - (B) explain the impact of the fall of Rome on Western Europe; and
 - (C) compare the factors that led to the collapse of Rome and Han China.
- (4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:
- (A) explain the development of Roman Catholicism and Eastern Orthodoxy as social and political factors in medieval Europe and the Byzantine Empire;
 - (B) describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism;
 - (C) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;
 - (D) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;
 - (E) describe the interactions between Muslim and Hindu societies in South Asia;
 - (F) explain how the Crusades, the Black Death, and the Hundred Years' War contributed to the end of medieval Europe;
 - (G) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia; explain the evolution and expansion of the slave trade;
 - (H) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and
 - (I) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.
- (5) History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:
- (A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and
 - (B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation.
- (6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:
- (A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and
 - (B) Explain how the Inca and Aztec empires were impacted by European exploration/colonization.
- (7) History. The student understands the causes and impact of increased global interaction from 1450 to 1750. The student is expected to:
- (A) analyze the causes of European expansion from 1450 to 1750;

- (B) explain the impact of the Columbian Exchange;
 - (C) explain the impact of the Atlantic slave trade on West Africa and the Americas;
 - (D) explain the impact of the Ottoman Empire on Eastern Europe and global trade;
 - (E) explain Ming China's impact on global trade; and
 - (F) explain new economic factors and principles of Europe's Commercial Revolution.
- (8) History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to:
- (A) explain how the Industrial Revolution led to political, economic, and social changes;
 - (B) identify the major political, economic, and social motivations that influenced European imperialism;
 - (C) explain the major characteristics and impact of European imperialism; and
 - (D) explain the effects of free enterprise in the Industrial Revolution.
- (9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:
- (A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment
 - (B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;
 - (C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and
 - (D) identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.
- (10) History. The student understands the causes and impact of World War I. The student is expected to:
- (A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;
 - (B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;
 - (C) explain the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and
 - (D) identify the causes of the February (March) and October (November) revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.
- (11) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:
- (A) summarize the international, political, and economic causes of the global depression; and
 - (B) explain the responses of governments to the global depression such as in the United States, Germany, Great Britain, and France.

- (12) History. The student understands the causes and impact of World War II. The student is expected to:
- (A) describe the emergence and characteristics of totalitarianism;
 - (B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and
 - (C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.
- (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:
- (A) summarize how the outcome of World War II contributed to the development of the Cold War;
 - (B) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise;
 - (C) identify major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;
 - (D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union;
 - (E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; and
 - (F) discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations.
- (14) History. The student understands the development and use of radical Islamic terrorism in the second half of the 20th century and the early 21st century. The student is expected to:
- (A) explain the impact of geopolitical influences on the development of radical Islamic terrorism;
 - (B) explain the impact of radical Islamic terrorism on global events; and
 - (C) explain the U.S. response to the events surrounding September 11, 2001, and other acts of radical Islamic terrorism.
- (15) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:
- (A) locate places and regions of historical significance directly related to major eras and turning points in world history;
 - (B) analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and
 - (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.

- (16) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:
- (A) identify important changes in human life caused by the Neolithic Revolution;
 - (B) summarize the role of economics in driving political changes as related to the Industrial Revolution; and
 - (C) describe the economic impact of globalization.
- (17) Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:
- (A) identify the historical origins and characteristics of the free enterprise system, including the influence of Adam Smith
 - (B) identify the historical origins and characteristics of communism, including the influence of Karl Marx;
 - (C) identify the historical origins and characteristics of socialism;
 - (D) identify the historical origins and characteristics of fascism; and
 - (E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century.
- (18) Government. The student understands the characteristics of major political systems throughout history. The student is expected to:
- (A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and
 - (B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.
- (19) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:
- (A) explain the development of democratic-republican government from its beginnings in Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution;
 - (B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;
 - (C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, and William Blackstone; and
 - (D) explain the significance of the League of Nations and the United Nations.
- (20) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:
- (A) describe how people have participated in supporting or changing their governments;
 - (B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and

- (C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce.
- (21) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:
- (A) summarize the development of the rule of law from ancient to modern times;
 - (B) identify the origins of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" from sources including the Judeo-Christian legal tradition and in Greece and Rome;
 - (C) identify examples of politically motivated mass murders such as in Cambodia, China, Latin America, and the Soviet Union;
 - (D) identify examples of genocide, including the Holocaust and genocide in Armenia, the Balkans, Rwanda, and Darfur;
 - (E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and
 - (F) identify examples of American ideals that have advanced human rights and democratic ideas throughout the world.
- (22) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:
- (A) describe the historical origins and central ideas in the development of monotheism;
 - (B) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism; and
 - (C) identify examples of religious influence on various events referenced in the major eras of world history.
- (23) Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:
- (A) describe the changing roles of women, children, and families during major eras of world history; and
 - (B) describe the major influences of women during major eras of world history such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir.
- (24) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:
- (A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;
 - (B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;
 - (C) explain how the relationship between Christianity and Humanism that began with the Renaissance influenced subsequent political developments; and

- (D) explain how geopolitical and religious influences have impacted law and government in the Muslim world.
- (25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
 - (A) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and
 - (B) describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.
- (26) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:
 - (A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, the Islamic caliphates between 700 and 1200, and China from the Tang to Ming dynasties;
 - (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;
 - (C) explain the impact of the printing press on the Renaissance and the Reformation in Europe;
 - (D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide; and
 - (E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.
- (27) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:
 - (A) explain the role of textile manufacturing, steam technology, development of the factory system, and transportation technology in the Industrial Revolution;
 - (B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism;
 - (C) explain the effects of major new military technologies on World War I, World War II, and the Cold War;
 - (D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and
 - (E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.
- (28) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

- (A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;
 - (B) explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events;
 - (C) analyze primary and secondary sources to determine frame of reference, historical context, and point of view;
 - (D) evaluate the validity of a source based on bias, corroboration with other sources, and information about the author; (E) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time; and
 - (E) construct a thesis on a social studies issue or event supported by evidence.
- (29) Social studies skills. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:
- (A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and
 - (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.
- (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) interpret and 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.

§115.39. Health II (One-Half Credit), Adopted 2020.

(a) Knowledge and skills.

- (1) 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) analyze the cost, availability, and accessibility of health care services;
 - (B) analyze methods of overcoming barriers related to solving health problems; and
 - (C) analyze the influence of laws, policies, and practices, including those related to disease prevention, on health-related issues.
- (2) 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) evaluate positive and negative effects of various relationships on physical, emotional, and social health;
 - (B) (apply communication skills that demonstrate consideration and respect for individual differences and perspectives; and
 - (C) evaluate the effectiveness of conflict resolution techniques in various situations.
- (3) 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 describe how internal and external factors influence selfesteem.
- (4) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors influencing mental health and wellness. The student is expected to formulate strategies for combating environmental factors that have a detrimental effect on mental health.
- (5) 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 the impact of positive stress on building resiliency and promoting mental health and wellness;
 - (B) discuss the impact of choosing healthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief on mental health and wellness;
 - (C) research and explain the behaviors associated with eating disorders and their impact on health;
 - (D) discuss how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide; and
 - (E) research and discuss data on and prevalence of local, state, and national suicide rates among various groups.
- (6) 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

design a realistic, long-term personal dietary plan that promotes individual and family health.

(7) 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) compare and contrast the impact of active and sedentary lifestyles on overall health; and

(B) develop a physical fitness profile using appropriate technology.

(8) Healthy eating and physical activity--nutrition and physical activity literacy. The student will obtain, process, and understand basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to:

(A) analyze the progress of short- and long-term goals in achieving appropriate levels of physical activity, improving personal physical fitness levels, and making healthy personal food choices; and

(B) analyze marketing and advertising techniques in health product and service promotion.

(9) 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) research and discuss the social and economic impact of chronic conditions, including obesity, heart disease, and diabetes; and

(B) create a plan for accessing community and digital resources that can assist in developing healthy eating and physical activity behaviors.

(10) 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 discuss risk-taking behaviors, including driving under the influence and distracted driving, and their associated consequences.

(11) 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 evaluate ways to respond to harmful situations that involve weapons; and

(B) develop educational safety models for children and adults for use at home, school, and in the community.

(12) 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 and analyze consequences resulting from inappropriate digital and online communication such as sending and receiving photos, sexting, and pornography; and

- (B) assess the legal and ethical ramifications of unacceptable behaviors in digital and online environments.
- (13) 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 and respond to situations requiring intervention for victims of bullying, cyberbullying, or harassment; and
 - (B) promote strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual.
- (14) 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) analyze how substance misuse and addiction to alcohol, tobacco, drugs, and other substances impact family and community health;
 - (B) analyze the importance of alternative activities to drug and substance misuse and abuse; and
 - (C) identify individual and community protective factors and skills that prevent substance misuse and substance use disorders.
- (15) 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 evaluate the impact of laws relating to the use and misuse of prescription and over-the-counter drugs, alcohol, tobacco, and other substances on self and community.
- (16) 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 identify ways to support and assist someone who shows signs and symptoms of alcohol, tobacco, or drug use and misuse.
- (17) 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) discuss risk-taking behaviors such as drinking and driving with their associated legal, social, and physical consequences;
 - (B) analyze physical and social environmental influences on the misuse and abuse of prescription drugs in places such as school, sports, or entertainment; and
 - (C) design a public health information campaign related to safe havens, where to go for help, or reporting drug-related behaviors.
- (18) 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

strategies for preventing use or misuse of alcohol, tobacco, and other drugs, including opioids.

- (19) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:
- (A) compare and contrast effective and ineffective methods of communicating emotions in healthy dating/romantic relationships and marriage;
 - (B) analyze behaviors in romantic relationships that enhance dignity and respect; and
 - (C) examine how a healthy marriage can provide a supportive environment for the nurturing and development of children.
- (20) 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) use social studies terminology correctly;
 - (B) identify community resources to support individuals who have experienced sexual harassment, sexual abuse, sexual assault, dating violence, and sex trafficking;
 - (C) evaluate the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others;
 - (D) discuss how refusal skills can be used to set limits and boundaries to avoid behaviors that increase sexual risk;
 - (E) analyze factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries; and
 - (F) evaluate influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity.
- (21) 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) analyze the significance of hormonal, physical, emotional, and social changes in males and females and their relationship to sexual health;
 - (B) list factors such as heredity, environment, STDs/STIs, and the mother's health and nutrition that can affect fetal development from conception through birth; and
 - (C) describe the emotional changes that may occur during and after pregnancy, including postpartum depression, and identify resources for support and treatment.
- (22) 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) analyze the options available to teenage parents such as parenting or the process of adoption and the legal rights of parties involved;

- (B) evaluate long-term or lifetime effects of bacterial and viral STDs/STIs, including infertility and cancer;
- (C) identify community resources, minors' right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment;
- (D) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy;
- (E) identify the effectiveness of vaccines in preventing the transmission of the most common types of HPV, a virus that may cause genital warts and head and neck cancer, cervical cancer, anal cancer, or other cancers that may occur in males and females;
- (F) analyze the benefits of abstinence from sexual activity, including focusing on personal development and encouraging individuals to build healthy relationships not complicated by sexual involvement;
- (G) assess support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active;
- (H) investigate and summarize legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, and indecency with a child; and
- (I) investigate and summarize current laws relating to sexual offenses such as sexual harassment, abuse, and assault.

§116.62. Lifetime Fitness and Wellness Pursuits (One Credit), Adopted 2020.

(1) Movement patterns and movement skills. While participating in physical activity, the physically literate student applies physiological and biomechanical principles to improve health-related fitness. The student is expected to:

- (A) apply physiological and fitness principles related to exercise and training, including warm-up and cool-down, overload, frequency, intensity, time, and specificity; and
- (B) apply basic biomechanical principles related to exercise and training, including force, leverage, and type of contraction.

(2) Performance strategies. During physical activity, the physically literate student applies skills, techniques, and safety practices associated with physical activity. The student is expected to:

- (A) apply appropriate procedures to ensure safety;
- (B) apply appropriate practices and procedures to improve skills in various fitness activities;
- (C) perform skills and appropriate techniques at a basic level of competency;
- (D) modify movement during performance using appropriate internal and external feedback; and
- (E) explain various methods to achieve personal fitness, including interval training, circuit training, high-intensity interval training (HIIT), and functional fitness training.

(3) Health, physical activity, and fitness. The physically literate student applies fitness principles that encompass personal fitness programs, nutrition, technology, and environmental awareness. The student is expected to:

- (A) demonstrate appropriate safety procedures, including wearing proper attire, using equipment safely, practicing exercise etiquette, and recognizing situational environmental hazards;
- (B) identify and describe exercise techniques that may be harmful or unsafe;
- (C) explain the relationships among hydration, physical activity, and environmental conditions;
- (D) explain the relationship between physical fitness and wellness;
- (E) participate in a variety of activities that develop health-related physical fitness;
- (F) describe training principles appropriate to enhance cardiorespiratory endurance, muscular strength and endurance, and flexibility;
- (G) exhibit a basic level of competency in two or more aerobic and two or more anaerobic activities;
- (H) select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness;
- (I) design and implement a personal fitness program that includes health-related fitness components;
- (J) measure and evaluate personal skill-related components of physical fitness, including agility, balance, coordination, power, reaction time, and speed; and

(K) measure and evaluate personal fitness in terms of health-related fitness components.

(4) Social and emotional health. During physical activity, the physically literate student develops positive self-management and social skills needed to work independently and with others. The student is expected to:

(A) describe and analyze the relationship between physical activity and social and emotional health;

(B) discuss how improvement is possible with appropriate practice;

(C) identify and respond to challenges, successes, conflicts, and failures in physical activities in socially appropriate ways;

(D) explain how to accept successes and performance limitations of self and others by exhibiting appropriate behavior and response; and

(E) evaluate the impact of the use of technology on social and emotional health.

(5) Lifetime wellness. The physically literate student comprehends practices that will impact daily performance, physical activity, and health throughout the lifespan. The student is expected to:

(A) describe how sleep is essential to optimal performance and recovery;

(B) identify myths associated with physical activity and nutritional practices;

(C) explain the relationship between nutritional practices and physical activity;

(D) explain the risks of over training;

(E) evaluate consumer issues and trends related to physical fitness such as marketing claims promoting fitness and nutritional products, services, and supplements; and

(F) analyze how nutrition, exercise, and other factors impact body composition.

§117.303. Art, Level II (One Credit), 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) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks;
 - (B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks;
 - (C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks; and
 - (D) explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately.
- (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 artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;
 - (B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions;
 - (C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
 - (D) create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - (E) collaborate to create original works of art; and
 - (F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media.
- (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) examine selected historical periods or styles of art to identify general themes and trends;

- (B) analyze specific characteristics in artwork from a variety of cultures;
 - (C) collaborate on community-based art projects; and
 - (D) examine and research career, entrepreneurial, and avocational opportunities in art.
- (4) Critical evaluation and response. The student responds to and analyzes the 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) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - (B) evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - (C) use responses to artwork critiques to make decisions about future directions in personal work;
 - (D) construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning; and
 - (E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

§117.311. Music, Level II (One Credit), Adopted 2013.

(a) Knowledge and skills.

- (1) Foundations: music literacy. The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:
 - (A) compare and contrast exemplary musical examples using technology and available live performances;
 - (B) compare and contrast melodic and harmonic parts using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees;
 - (C) compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology;
 - (D) compare and contrast concepts of rhythm and meter using appropriate terminology and counting system;
 - (E) compare and contrast musical forms such as song, binary, ternary, and rondo selected for performance and listening;
 - (F) compare and contrast concepts of balance and blend using appropriate terminology;
 - (G) compare and contrast concepts of music such as rhythm, meter, melody, harmony, key, expression markings, dynamics, and timbre; and
 - (H) apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.
- (2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:
 - (A) read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; and
 - (B) interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:
 - (A) demonstrate increasingly mature, characteristic sound appropriate for the genre;
 - (B) refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques;
 - (C) demonstrate rhythmic accuracy using appropriate tempo;
 - (D) demonstrate observance of key signatures and modalities;
 - (E) demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and

- (F) create and notate or record original musical phrases at an appropriate level of difficulty.
- (4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:
- (A) exhibit increasingly mature, characteristic sound appropriate for the genre while sight reading;
 - (B) demonstrate, refine, and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading;
 - (C) demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo;
 - (D) demonstrate observance of multiple key signatures and changing modalities while sight reading;
 - (E) demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading;
 - (F) demonstrate application of dynamics and phrasing while sight reading; and
 - (F) demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation.
- (5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:
- (A) compare and contrast music by genre, style, culture, and historical period;
 - (B) define uses of music in societies and cultures;
 - (C) identify and explore the relationships between music and other academic disciplines;
 - (D) identify music-related vocations and avocations;
 - (E) identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances; and
 - (F) identify and explore tools for college and career preparation such as personal performance recordings, social media applications, repertoire lists, auditions, and interview techniques.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in formal and informal settings. The student is expected to:
- (A) exhibit informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings;
 - (B) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances;
 - (C) develop processes for self-evaluation and select tools for personal artistic improvement; and
 - (D) evaluate musical performances by comparing them to exemplary models.

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(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 and practice theatre warm-up techniques;
 - (B) develop and practice stage movement techniques consistently to express thoughts, feelings, and actions non-verbally;
 - (C) demonstrate effective voice and diction;
 - (D) analyze dramatic structure and genre;
 - (E) identify examples of theatrical conventions in theatre, film, television, and electronic media;
 - (F) relate the interdependence of all theatrical elements; and
 - (G) develop and practice memorization skills.
- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
 - (A) model safe, appropriate techniques to allow for physical, vocal, and emotional expression;
 - (B) explore creativity as it relates to self and ensemble;
 - (C) demonstrate effective voice and diction to express thoughts and feelings;
 - (D) apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques;
 - (E) develop physical techniques consistently to express thoughts, feelings, and actions nonverbally; and
 - (F) create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
 - (A) develop and practice safe and effective stagecraft skills;
 - (B) read and analyze cultural, social, and political aspects of a script to determine technical elements;
 - (C) analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments;
 - (D) perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance; and
 - (E) develop responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.

- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
- (A) analyze historical and cultural influences on theatre;
 - (B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors;
 - (C) analyze and evaluate the impact of live theatre, film, television, and electronic media in contemporary society;
 - (D) research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature;
 - (E) research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature; and
 - (F) identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media.
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
- (A) evaluate and apply appropriate audience etiquette at various types of performances;
 - (B) analyze theatre as an art form and evaluate self as a creative being;
 - (C) offer and receive constructive criticism of peer performances;
 - (D) evaluate the treatment of artistic elements such as theme, character, setting, and action in theatre, musical theatre, dance, art, music, or other media and integrate more than one art form in informal presentations;
 - (E) examine career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or other media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;
 - (F) use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner; and
 - (G) connect theatre skills and experiences to higher education and careers outside of the theatre.