

# 4-H Food & Nutrition Programs

Alignment with the  
Texas Essential Knowledge and Skills for Grade 11<sup>th</sup>

<b>English Language Arts &amp; Reading</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	
<b>Health Education</b>	6, 7A, 8A-B, 9A-B
<b>Physical Education</b>	5B-C, 5F
<b>Art</b>	
<b>Music</b>	
<b>Theatre</b>	



**§110.38. English Language Arts and Reading, English III (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 instructions, clarify meaning by asking pertinent questions, and respond appropriately;
  - (B) give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and
  - (C) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.
- (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 clarify and validate understanding of multiple meanings of advanced vocabulary;
  - (B) analyze context to draw conclusions about nuanced meanings such as in imagery; and
  - (C) determine the meaning of foreign words or phrases used frequently in English such as *ad hoc*, *faux pas*, *non sequitur*, and *modus operandi*.
- (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 understand key ideas;

- (H) synthesize information from a variety of text types to create new understanding; and
  - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources 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 analysis of texts, including comparing texts within and across genres;
  - (C) use text evidence and original commentary to support an analytic 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 and implicit meanings of text;
  - (H) respond orally or in writing with appropriate register and effective 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.
- (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 relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;
  - (B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;
  - (C) evaluate how different literary elements shape the author's portrayal of the plot; and
  - (D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.
- (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 American literature across literary periods;

- (B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms;
  - (C) analyze how the relationships among dramatic elements advance the plot;
  - (D) analyze characteristics and structural elements of informational texts such as:
    - i. clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and
    - ii. the relationship between organizational design and author's purpose;
  - (J) analyze characteristics and structural elements of argumentative texts such as:
    - (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;
    - (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
    - (iii) identifiable audience or reader; and
  - (K) analyze the effectiveness of 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) evaluate 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) evaluate how the author's use of language informs and shapes the perception of readers;
  - (E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;
  - (F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
  - (G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.
- (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:
- (A) 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;

- (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
    - (i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and
    - (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;
  - (C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;
  - (D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and
  - (E) 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, resumes, and personal essays using genre characteristics and craft;
  - (C) compose argumentative texts using genre characteristics and craft;
  - (D) compose correspondence in a professional or friendly structure;
  - (E) compose literary analysis using genre characteristics and craft; and
  - (F) compose rhetorical analysis using genre characteristics and craft.
- (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) develop questions for formal and informal inquiry;
  - (B) critique the research process at each step to implement changes as needs occur and are identified;
  - (C) develop and revise a plan;
  - (D) 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, bias, and accuracy; and
    - (ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions;
  - (H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and

- (l) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

**§111.42. Precalculus, 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:
- (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) Functions. The student uses process standards in mathematics to explore, describe, and analyze the attributes of functions. The student makes connections between multiple representations of functions and algebraically constructs new functions. The student analyzes and uses functions to model real-world problems. The student is expected to:
- (A) use the composition of two functions to model and solve real-world problems;
  - (B) demonstrate that function composition is not always commutative;
  - (C) represent a given function as a composite function of two or more functions;
  - (D) describe symmetry of graphs of even and odd functions;
  - (E) determine an inverse function, when it exists, for a given function over its domain or a subset of its domain and represent the inverse using multiple representations;
  - (F) graph exponential, logarithmic, rational, polynomial, power, trigonometric, inverse trigonometric, and piecewise defined functions, including step functions;
  - (G) graph functions, including exponential, logarithmic, sine, cosine, rational, polynomial, and power functions and their transformations, including

$af(x)$ ,  $f(x) + d$ ,  $f(x - c)$ ,  $f(bx)$  for specific values of  $a$ ,  $b$ ,  $c$ , and  $d$ , in mathematical and real-world problems;

- (H) graph  $\arcsin x$  and  $\arccos x$  and describe the limitations on the domain;
  - (I) determine and analyze the key features of exponential, logarithmic, rational, polynomial, power, trigonometric, inverse trigonometric, and piecewise defined functions, including step functions such as domain, range, symmetry, relative maximum, relative minimum, zeros, asymptotes, and intervals over which the function is increasing or decreasing;
  - (J) analyze and describe end behavior of functions, including exponential, logarithmic, rational, polynomial, and power functions, using infinity notation to communicate this characteristic in mathematical and real-world problems;
  - (K) analyze characteristics of rational functions and the behavior of the function around the asymptotes, including horizontal, vertical, and oblique asymptotes;
  - (L) determine various types of discontinuities in the interval  $(-\infty, \infty)$  as they relate to functions and explore the limitations of the graphing calculator as it relates to the behavior of the function around discontinuities;
  - (M) describe the left-sided behavior and the right-sided behavior of the graph of a function around discontinuities;
  - (N) analyze situations modeled by functions, including exponential, logarithmic, rational, polynomial, and power functions, to solve real-world problems;
  - (O) develop and use a sinusoidal function that models a situation in mathematical and realworld problems; and
  - (P) determine the values of the trigonometric functions at the special angles and relate them in mathematical and real-world problems.
- (3) Relations and geometric reasoning. The student uses the process standards in mathematics to model and make connections between algebraic and geometric relations. The student is expected to:
- (A) graph a set of parametric equations;
  - (B) convert parametric equations into rectangular relations and convert rectangular relations into parametric equations;
  - (C) use parametric equations to model and solve mathematical and real-world problems;
  - (D) graph points in the polar coordinate system and convert between rectangular coordinates and polar coordinates;
  - (E) graph polar equations by plotting points and using technology;
  - (F) determine the conic section formed when a plane intersects a double-napped cone;
  - (G) make connections between the locus definition of conic sections and their equations in rectangular coordinates;

- (H) use the characteristics of an ellipse to write the equation of an ellipse with center  $(h, k)$ ; and
  - (I) use the characteristics of a hyperbola to write the equation of a hyperbola with center  $(h, k)$ .
- (4) Number and measure. The student uses process standards in mathematics to apply appropriate techniques, tools, and formulas to calculate measures in mathematical and real-world problems. The student is expected to:
- (A) determine the relationship between the unit circle and the definition of a periodic function to evaluate trigonometric functions in mathematical and real-world problems;
  - (B) describe the relationship between degree and radian measure on the unit circle;
  - (C) represent angles in radians or degrees based on the concept of rotation and find the measure of reference angles and angles in standard position;
  - (D) represent angles in radians or degrees based on the concept of rotation in mathematical and real-world problems, including linear and angular velocity;
  - (E) determine the value of trigonometric ratios of angles and solve problems involving trigonometric ratios in mathematical and real-world problems;
  - (F) use trigonometry in mathematical and real-world problems, including directional bearing;
  - (G) use the Law of Sines in mathematical and real-world problems;
  - (H) use the Law of Cosines in mathematical and real-world problems;
  - (I) use vectors to model situations involving magnitude and direction;
  - (J) represent the addition of vectors and the multiplication of a vector by a scalar geometrically and symbolically; and
  - (K) apply vector addition and multiplication of a vector by a scalar in mathematical and realworld problems.
- (5) Algebraic reasoning. The student uses process standards in mathematics to evaluate expressions, describe patterns, formulate models, and solve equations and inequalities using properties, procedures, or algorithms. The student is expected to:
- (A) evaluate finite sums and geometric series, when possible, written in sigma notation;
  - (B) represent arithmetic sequences and geometric sequences using recursive formulas;
  - (C) calculate the  $n$ th term and the  $n$ th partial sum of an arithmetic series in mathematical and real-world problems;
  - (D) represent arithmetic series and geometric series using sigma notation;
  - (E) calculate the  $n$ th term of a geometric series, the  $n$ th partial sum of a geometric series, and sum of an infinite geometric series when it exists;
  - (F) apply the Binomial Theorem for the expansion of  $(a + b)^n$  in powers of  $a$  and  $b$  for a positive integer  $n$ , where  $a$  and  $b$  are any numbers;

- (G) use the properties of logarithms to evaluate or transform logarithmic expressions;
- (H) generate and solve logarithmic equations in mathematical and real-world problems;
- (I) generate and solve exponential equations in mathematical and real-world problems;
- (J) solve polynomial equations with real coefficients by applying a variety of techniques in mathematical and real-world problems;
- (K) solve polynomial inequalities with real coefficients by applying a variety of techniques and write the solution set of the polynomial inequality in interval notation in mathematical and real-world problems;
- (L) solve rational inequalities with real coefficients by applying a variety of techniques and write the solution set of the rational inequality in interval notation in mathematical and real-world problems;
- (M) use trigonometric identities such as reciprocal, quotient, Pythagorean, cofunctions, even/odd, and sum and difference identities for cosine and sine to simplify trigonometric expressions; and
- (N) generate and solve trigonometric equations in mathematical and real-world problems.

**§112.39. Physics (One Credit), Adopted 2017.**

(a) Knowledge and skills.

(1) Scientific processes. The student conducts investigations, for at least 40% of instructional time, using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

- (A) demonstrate safe practices during laboratory and field investigations; and
- (B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials.

(2) Scientific processes. The student uses a systematic approach to answer scientific laboratory and field 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;
- (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;
- (D) design and implement investigative procedures, including making observations, asking well defined questions, formulating testable hypotheses, identifying variables, selecting appropriate equipment and technology, evaluating numerical answers for reasonableness, and identifying causes and effects of uncertainties in measured data;
- (E) demonstrate the use of course apparatus, equipment, techniques, and procedures, including multimeters (current, voltage, resistance), balances, batteries, dynamics demonstration equipment, collision apparatus, lab masses, magnets, plane mirrors, convex lenses, stopwatches, trajectory apparatus, graph paper, magnetic compasses, protractors, metric rulers, spring scales, thermometers, slinky springs, and/or other equipment and materials that will produce the same results;
- (F) use a wide variety of additional course apparatus, equipment, techniques, materials, and procedures as appropriate such as ripple tank with wave generator, wave motion rope, tuning forks, hand-held visual spectrometers, discharge tubes with power supply (H, He, Ne, Ar), electromagnetic spectrum charts, laser pointers, micrometer, caliper, computer, data acquisition probes, scientific calculators, graphing technology, electrostatic kits, electroscope, inclined plane, optics bench, optics kit, polarized film, prisms, pulley with table clamp, motion

- detectors, photogates, friction blocks, ballistic carts or equivalent, resonance tube, stroboscope, resistors, copper wire, switches, iron filings, and/or other equipment and materials that will produce the same results;
- (G) make measurements with accuracy and precision and record data using scientific notation and International System (SI) units;
  - (H) organize, evaluate, and make inferences from data, including the use of tables, charts, and graphs;
  - (I) communicate valid conclusions supported by the data through various methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports; and
  - (J) express relationships among physical variables quantitatively, including the use of graphs, charts, and equations.
- (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, news reports, published journal articles, and marketing materials;
  - (C) explain the impacts of the scientific contributions of a variety of historical and contemporary scientists on scientific thought and society;
  - (D) research and describe the connections between physics and future careers; and
  - (E) express, manipulate, and interpret relationships symbolically in accordance with accepted theories to make predictions and solve problems mathematically.
- (4) Science concepts. The student knows and applies the laws governing motion in a variety of situations. The student is expected to:
- (A) generate and interpret graphs and charts describing different types of motion, including investigations using real-time technology such as motion detectors or photogates;
  - (B) describe and analyze motion in one dimension using equations and graphical vector addition with the concepts of distance, displacement, speed, average velocity, instantaneous velocity, frames of reference, and acceleration;
  - (C) analyze and describe accelerated motion in two dimensions, including using equations, graphical vector addition, and projectile and circular examples; and
  - (D) calculate the effect of forces on objects, including the law of inertia, the relationship between force and acceleration, and the nature of force pairs between objects using methods, including free-body force diagrams.

- (5) Science concepts. The student knows the nature of forces in the physical world. The student is expected to:
- (A) describe the concepts of gravitational, electromagnetic, weak nuclear, and strong nuclear forces;
  - (B) describe and calculate how the magnitude of the gravitational force between two objects depends on their masses and the distance between their centers;
  - (C) describe and calculate how the magnitude of the electric force between two objects depends on their charges and the distance between their centers;
  - (D) identify and describe examples of electric and magnetic forces and fields in everyday life such as generators, motors, and transformers;
  - (E) characterize materials as conductors or insulators based on their electric properties; and
  - (F) investigate and calculate current through, potential difference across, resistance of, and power used by electric circuit elements connected in both series and parallel combinations.
- (6) Science concepts. The student knows that changes occur within a physical system and applies the laws of conservation of energy and momentum. The student is expected to:
- (A) investigate and calculate quantities using the work-energy theorem in various situations;
  - (B) investigate examples of kinetic and potential energy and their transformations;
  - (C) calculate the mechanical energy of, power generated within, impulse applied to, and momentum of a physical system;
  - (D) demonstrate and apply the laws of conservation of energy and conservation of momentum in one dimension; and
  - (E) explain everyday examples that illustrate the four laws of thermodynamics and the processes of thermal energy transfer.
- (7) Science concepts. The student knows the characteristics and behavior of waves. The student is expected to:
- (A) examine and describe oscillatory motion and wave propagation in various types of media;
  - (B) investigate and analyze characteristics of waves, including velocity, frequency, amplitude, and wavelength, and calculate using the relationship between wavespeed, frequency, and wavelength;
  - (C) compare characteristics and behaviors of transverse waves, including electromagnetic waves and the electromagnetic spectrum, and characteristics and behaviors of longitudinal waves, including sound waves;
  - (D) investigate behaviors of waves, including reflection, refraction, diffraction, interference, resonance, and the Doppler effect; and

- (E) describe and predict image formation as a consequence of reflection from a plane mirror and refraction through a thin convex lens.
- (8) Science concepts. The student knows simple examples of atomic, nuclear, and quantum phenomena. The student is expected to:
- (A) describe the photoelectric effect and the dual nature of light;
  - (B) compare and explain the emission spectra produced by various atoms;
  - (C) calculate and describe the applications of mass-energy equivalence; and
  - (D) give examples of applications of atomic and nuclear phenomena using the standard model such as nuclear stability, fission and fusion, radiation therapy, diagnostic imaging, semiconductors, superconductors, solar cells, and nuclear power and examples of applications of quantum phenomena.

**§113.41. United States History Studies Since 1877 (One Credit), Adopted 2018.**

(c) Knowledge and skills.

- (1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:
  - (A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;
  - (B) analyze and evaluate the application of these founding principles to historical events in U.S. history; and
  - (C) explain the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust."
- (2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:
  - (A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; and
  - (B) explain the significance of the following years as turning points: 1898 (Spanish American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939- 1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968 (Martin Luther King Jr. assassination), 1969 (U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).
- (3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:
  - (A) analyze political issues such as Indian policies, the growth of political machines, and civil service reform;
  - (B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business; and
  - (C) analyze social issues affecting women, minorities, children, immigrants, and urbanization.
- (4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:
  - (A) explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power;
  - (B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;
  - (C) identify the causes of World War I and reasons for U.S. entry;
  - (D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing, including the Battle of Argonne Forest;

- (E) analyze the impact of machine guns, airplanes, tanks, poison gas, and trench warfare as significant technological innovations in World War I on the Western Front; and
  - (F) analyze major issues raised by U.S. involvement in World War I, including isolationism, neutrality, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles.
- (5) History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:
- (A) analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;
  - (B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W. E. B. DuBois on American society; and
  - (C) analyze the impact of third parties, including the Populist and Progressive parties.
- (6) History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to:
- (A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and
  - (B) analyze the impact of significant individuals such as Henry Ford, Marcus Garvey, and Charles A. Lindbergh.
- (7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:
- (A) identify reasons for U.S. involvement in World War II, including the aggression of Italian, German, and Japanese dictatorships, especially the attack on Pearl Harbor;
  - (B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies;
  - (C) analyze major issues of World War II, including the Holocaust, the internment of Japanese Americans as a result of Executive Order 9066, and the development of atomic weapons;
  - (D) analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps;
  - (E) describe the military contributions of leaders during World War II, including Dwight Eisenhower, Douglas MacArthur, and Chester W. Nimitz;
  - (F) explain issues affecting the home front, including volunteerism, the purchase of war bonds, and Victory Gardens and opportunities and obstacles for women and ethnic minorities; and

- (G) explain how American patriotism inspired high levels of military enlistment and the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers.
- (8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:
- (A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin Airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis;
  - (B) describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), McCarthyism, the arms race, and the space race;
  - (C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;
  - (D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;
  - (E) analyze the major events of the Vietnam War, including the escalation of forces, the Tet Offensive, Vietnamization, and the fall of Saigon; and
  - (F) describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.
- (9) History. The student understands the impact of the American civil rights movement. The student is expected to:
- (A) trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments;
  - (B) explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting;
  - (C) describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights;
  - (D) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan;
  - (E) compare and contrast the approach taken by the Black Panthers with the nonviolent approach of Martin Luther King Jr.;
  - (F) discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement;
  - (G) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965;

- (H) explain how George Wallace, Orval Faubus, and the Congressional bloc of southern Democrats sought to maintain the status quo;
  - (I) evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and
  - (J) describe how *Sweatt v. Painter* and *Brown v. Board of Education* played a role in protecting the rights of the minority during the civil rights movement.
- (10) History. The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990. The student is expected to:
- (A) describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of *détente*;
  - (B) describe Ronald Reagan's leadership in domestic and international policies, including Reagan's economic policies and Peace Through Strength;
  - (C) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair;
  - (D) describe the causes and key organizations of the conservative resurgence of the 1980s such as the Heritage Foundation and the Moral Majority; and
  - (E) describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic.
- (11) History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:
- (A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror;
  - (B) identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum;
  - (C) analyze the impact of third parties on the 1992 and 2000 presidential elections; and
  - (D) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.
- (12) Geography. The student understands the impact of geographic factors on major events. The student is expected to analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina.
- (13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:
- (A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western

- expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and
- (B) analyze the causes and effects of changing demographic patterns resulting from immigration to the United States.
- (14) Geography. The student understands the relationship between population growth and the physical environment. The student is expected to:
- (A) identify the effects of population growth and distribution on the physical environment; and
  - (B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act.
- (15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:
- (A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century;
  - (B) describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act, and Pure Food and Drug Act;
  - (C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas; and
  - (D) describe the economic effects of international military conflicts, including the Spanish American War and World War I, on the United States.
- (16) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:
- (A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies;
  - (B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System;
  - (C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of Mexican heritage;
  - (D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and
  - (E) describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.

- (17) Economics. The student understands the economic effects of government policies from World War II through the present. The student is expected to:
- (A) describe the economic effects of World War II on the home front such as mobilization, the end of the Great Depression, rationing, and increased opportunity for women and minority employment;
  - (B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business;
  - (C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;
  - (D) identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society, affirmative action, and Title IX; and
  - (E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement on Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).
- (18) Government. The student understands changes over time in the role of government. The student is expected to:
- (A) listen actively to interpret a message and ask clarifying questions that build on others' ideas;
  - (B) evaluate the impact of New Deal legislation on the historical roles of state and federal government;
  - (C) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and September 11, 2001;
  - (D) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders; and
  - (E) describe the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009.
- (19) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:
- (A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and
  - (B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt

to increase the number of U.S. Supreme Court justices and the presidential election of 2000.

- (20) Government. The student understands the impact of constitutional issues on American society. The student is expected to:
- (A) analyze the effects of landmark U.S. Supreme Court decisions, including *Plessy v. Ferguson*, *Brown v. Board of Education*, *Hernandez v. Texas*, *Tinker v. Des Moines*, and *Wisconsin v. Yoder*; and
  - (B) explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present.
- (21) Citizenship. The student understands the concept of American exceptionalism as identified by Alexis de Tocqueville. The student is expected to:
- (A) discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire; and
  - (B) describe how American values are different and unique from those of other nations.
- (22) Citizenship. The student understands the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights. The student is expected to:
- (A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;
  - (B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924;
  - (C) explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility; and
  - (D) summarize the criteria and explain the process for becoming a naturalized citizen of the United States.
- (23) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
- (A) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton; and
  - (B) explain the importance of Congressional Medal of Honor recipients such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez Benavidez.
- (24) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- (A) describe how the characteristics of and issues in U.S. history have been reflected in various genres of art, music, film, and literature;
  - (B) describe the impacts of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock

and roll, the Chicano Mural Movement, and country and western music on American society; and

- (C) identify and analyze the global diffusion of American culture through various media.
- (25) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:
- (A) explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society;
  - (B) describe the Americanization movement to assimilate immigrants and American Indians into American culture;
  - (C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; and
  - (D) identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society.
- (26) Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to:
- (A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;
  - (B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine; and
  - (C) describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics.
- (27) Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to:
- (A) analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication; and
  - (B) describe how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.
- (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) analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;

- (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
  - (C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;
  - (D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context; and
  - (E) identify bias and support with historical evidence a point of view on a social studies issue or event.
- (29) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism; and
  - (B) use social studies terminology correctly.
- (30) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) create a visual representation of historical information such as thematic maps, graphs, and charts; and
  - (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.
- (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 self-esteem.
- (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.

**§117.304. Art, Level III (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 artwork. The student is expected to:

- (A) analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively;
- (B) compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
- (C) compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork; and
- (D) explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork.

(2) Creative expression. The student communicates ideas through original artwork 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) solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating 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 express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed 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:

- i. research selected historical periods, artists, general themes, trends, and styles of art;
- ii. distinguish the correlation between specific characteristics and influences of various cultures and contemporary artwork;
- iii. collaborate on community-based art projects; and
- iv. examine, research, and develop a plan of action for relevant career, entrepreneurial, and avocational art opportunities within a global economy.

(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 such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas;
- (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) analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness;
- (D) use responses to artwork critiques to make decisions about future directions in personal work;
- (E) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning; and
- (F) select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings.

**§117.312. Music, Level III (One Credit), Adopted 2013.**

(c) 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) evaluate exemplary musical examples using technology and available live performances;
  - (B) explore musical textures such as monophony, homophony, and polyphony while using a melodic reading system;
  - (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, rondo, and sonataallegro selected for performance and listening;
  - (F) compare and contrast concepts of balance and blend using appropriate terminology;
  - (G) compare and contrast musical styles and genres such as cantata, opera, zydeco, motet, hip-hop, symphony, anthem, march, beats, musical theatre, gospel jazz, and spirituals;
  - (H) compare and contrast concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance; and
  - (I) 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 melody and rhythm; and
  - (B) interpret music symbols and expressive terms referring to style, 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 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 mature, characteristic sound appropriate for the genre while sight reading;
  - (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 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
  - (G) 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) classify representative examples of music by genre, style, culture, and historical period;
  - (B) explore the relevance of music to societies and cultures;
  - (C) define the relationships between music content and concepts and other academic disciplines;
  - (D) analyze music-related career options;
  - (E) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances; and
  - (F) generate tools for college and career preparation such as electronic portfolios, personal resource lists, performance recordings, social media applications, repertoire lists, auditions, and interview techniques.
- (6) Critical evaluation and response. The student responds to and evaluates written music and musical performance in formal and informal settings. The student is expected to:
- (A) exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings;
  - (B) create and apply specific criteria for evaluating performances of various musical styles;

- (C) create and apply specific criteria for offering constructive feedback using a variety of music performances;
- (D) develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings; and
- (E) evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement.

**§117.317. Theatre, Level III, 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) apply theatre preparation and warm-up techniques effectively;
  - (B) experiment with stage movement;
  - (C) distinguish the proper techniques such as diction, inflection, and projection in the use of voice;
  - (D) analyze and evaluate dramatic structure and genre;
  - (E) distinguish between the theatrical conventions of theatre, film, television, and other media;
  - (F) evaluate 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) employ safe, appropriate techniques to allow for physical, vocal, and emotional expression;
  - (B) analyze creativity as it relates to self and ensemble and its effect on audience;
  - (C) analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions;
  - (D) experiment with improvisation and scripted scenes of various styles to portray believable characters;
  - (E) write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme; and

- (F) integrate two or more art or media forms in a performance.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
- (A) experiment with technical elements of theatre safely and effectively in improvisation or scripted scenes or plays;
  - (B) analyze and evaluate dramatic texts as a basis for technical discussions, considering themes, settings, times, literary styles, genres, and characters;
  - (C) cast and direct duet scenes;
  - (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) perform the role of actor, director, or technician, demonstrating responsibility, artistic discipline, and creative problem solving.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
- (A) evaluate 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) employ and evaluate the impact of live theatre, film, television, and other 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) compare behavior at various types of performances and practice appropriate audience etiquette;
  - (B) recognize theatre as an art form and evaluate self as a creative being;
  - (C) apply the concepts of evaluation to performances and evaluate theatre, film, television, and other media with depth and complexity using appropriate vocabulary;
  - (D) compare communication methods of theatre with those of art, music, dance, and other media;
  - (E) make judgments about selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre, film, television, and other media and analyze 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;
- (G) relate theatre skills and experiences to higher education and careers outside of the theatre; and
- (H) create a personal resume or portfolio of theatrical experience.