

4-H Food & Nutrition Programs

Alignment with the
Texas Essential Knowledge and Skills for Grade 12th

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



§110.39. English Language Arts and Reading, English IV (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) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;
 - (B) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies;
 - (C) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;
 - (D) formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and
 - (E) 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 nauseum*, *in loco parentis*, *laissez-faire*, and *caveat emptor*.
- (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) listen actively to interpret a message and ask clarifying questions that build on others' ideas;

- (B) establish purpose for reading assigned and self-selected texts;
- (C) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (D) make and correct or confirm predictions using text features, characteristics of genre, and structures;
- (E) create mental images to deepen understanding;
- (F) make connections to personal experiences, ideas in other texts, and society;
- (G) make inferences and use evidence to support understanding;
- (H) evaluate details read to analyze key ideas;
- (I) synthesize information from a variety of text types to create new understanding; and
- (J) 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 evaluative 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 purposeful 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) critique and evaluate how complex plot structures such as subplots contribute to and advance the action; and
 - (D) evaluate 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 British literature across literary periods;
 - (B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures;
 - (C) analyze and evaluate how the relationships among the dramatic elements advance the plot;
 - (D) critique and evaluate characteristics and structural elements of informational texts such as:
 - (i) clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion; and
 - (ii) the relationship between organizational design and author's purpose;
 - (E) critique and evaluate 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
 - (F) critique and evaluate 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) evaluate 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) critique and 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 effectiveness 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 straw man, false dilemma, faulty analogies, and nonsequitur;
- (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.

§111.41. Geometry, Adopted 2012 (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) Coordinate and transformational geometry. The student uses the process skills to understand the connections between algebra and geometry and uses the one- and two-dimensional coordinate systems to verify geometric conjectures. The student is expected to:

(A) determine the coordinates of a point that is a given fractional distance less than one from one end of a line segment to the other in one- and two-dimensional coordinate systems, including finding the midpoint;

(B) derive and use the distance, slope, and midpoint formulas to verify geometric relationships, including congruence of segments and parallelism or perpendicularity of pairs of lines; and

(C) determine an equation of a line parallel or perpendicular to a given line that passes through a given point.

- (3) Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:
- (A) describe and perform transformations of figures in a plane using coordinate notation;
 - (B) determine the image or pre-image of a given two-dimensional figure under a composition of rigid transformations, a composition of non-rigid transformations, and a composition of both, including dilations where the center can be any point in the plane;
 - (C) identify the sequence of transformations that will carry a given pre-image onto an image on and off the coordinate plane; and
 - (D) identify and distinguish between reflectional and rotational symmetry in a plane figure.
- (4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:
- (A) distinguish between undefined terms, definitions, postulates, conjectures, and theorems;
 - (B) identify and determine the validity of the converse, inverse, and contrapositive of a conditional statement and recognize the connection between a biconditional statement and a true conditional statement with a true converse;
 - (C) verify that a conjecture is false using a counterexample; and
 - (D) compare geometric relationships between Euclidean and spherical geometries, including parallel lines and the sum of the angles in a triangle.
- (5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:
- (A) investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal, criteria required for triangle congruence, special segments of triangles, diagonals of quadrilaterals, interior and exterior angles of polygons, and special segments and angles of circles choosing from a variety of tools;
 - (B) construct congruent segments, congruent angles, a segment bisector, an angle bisector, perpendicular lines, the perpendicular bisector of a line

segment, and a line parallel to a given line through a point not on a line using a compass and a straightedge;

(C) use the constructions of congruent segments, congruent angles, angle bisectors, and perpendicular bisectors to make conjectures about geometric relationships; and

(D) verify the Triangle Inequality theorem using constructions and apply the theorem to solve problems.

(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:

(A) verify theorems about angles formed by the intersection of lines and line segments, including vertical angles, and angles formed by parallel lines cut by a transversal and prove equidistance between the endpoints of a segment and points on its perpendicular bisector and apply these relationships to solve problems;

(B) prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Side-Side-Side, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions;

(C) apply the definition of congruence, in terms of rigid transformations, to identify congruent figures and their corresponding sides and angles;

(D) verify theorems about the relationships in triangles, including proof of the Pythagorean Theorem, the sum of interior angles, base angles of isosceles triangles, midsegments, and medians, and apply these relationships to solve problems; and

(E) prove a quadrilateral is a parallelogram, rectangle, square, or rhombus using opposite sides, opposite angles, or diagonals and apply these relationships to solve problems.

(7) Similarity, proof, and trigonometry. The student uses the process skills in applying similarity to solve problems. The student is expected to:

(A) apply the definition of similarity in terms of a dilation to identify similar figures and their proportional sides and the congruent corresponding angles; and

(B) apply the Angle-Angle criterion to verify similar triangles and apply the proportionality of the corresponding sides to solve problems.

- (8) Similarity, proof, and trigonometry. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:
- (A) prove theorems about similar triangles, including the Triangle Proportionality theorem, and apply these theorems to solve problems; and
 - (B) identify and apply the relationships that exist when an altitude is drawn to the hypotenuse of a right triangle, including the geometric mean, to solve problems.
- (9) Similarity, proof, and trigonometry. The student uses the process skills to understand and apply relationships in right triangles. The student is expected to:
- (A) determine the lengths of sides and measures of angles in a right triangle by applying the trigonometric ratios sine, cosine, and tangent to solve problems; and
 - (B) apply the relationships in special right triangles 30° - 60° - 90° and 45° - 45° - 90° and the Pythagorean theorem, including Pythagorean triples, to solve problems.
- (10) Two-dimensional and three-dimensional figures. The student uses the process skills to recognize characteristics and dimensional changes of two- and three-dimensional figures. The student is expected to:
- (A) identify the shapes of two-dimensional cross-sections of prisms, pyramids, cylinders, cones, and spheres and identify three-dimensional objects generated by rotations of two dimensional shapes; and
 - (B) determine and describe how changes in the linear dimensions of a shape affect its perimeter, area, surface area, or volume, including proportional and non-proportional dimensional change.
- (11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:
- (A) apply the formula for the area of regular polygons to solve problems using appropriate units of measure;
 - (B) determine the area of composite two-dimensional figures comprised of a combination of triangles, parallelograms, trapezoids, kites, regular polygons, or sectors of circles to solve problems using appropriate units of measure;
 - (C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and

composite figures, to solve problems using appropriate units of measure;
and

(D) apply the formulas for the volume of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure.

(12) Circles. The student uses the process skills to understand geometric relationships and apply theorems and equations about circles. The student is expected to:

(A) apply theorems about circles, including relationships among angles, radii, chords, tangents, and secants, to solve non-contextual problems;

(B) apply the proportional relationship between the measure of an arc length of a circle and the circumference of the circle to solve problems;

(C) apply the proportional relationship between the measure of the area of a sector of a circle and the area of the circle to solve problems;

(D) describe radian measure of an angle as the ratio of the length of an arc intercepted by a central angle and the radius of the circle; and

(E) show that the equation of a circle with center at the origin and radius r is $x^2 + y^2 = r^2$ and determine the equation for the graph of a circle with radius r and center (h, k) , $(x - h)^2 + (y - k)^2 = r^2$.

(13) Probability. The student uses the process skills to understand probability in real-world situations and how to apply independence and dependence of events. The student is expected to:

(A) develop strategies to use permutations and combinations to solve contextual problems;

(B) determine probabilities based on area to solve contextual problems;

(C) identify whether two events are independent and compute the probability of the two events occurring together with or without replacement;

(D) apply conditional probability in contextual problems; and

(E) apply independence in contextual problems.

§113.44. United States Government (One-Half Credit), Adopted 2018.

(a) Knowledge and skills.

(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:

(A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government;

(B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals;

(C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu;

(D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government;

(E) analyze debates and compromises that impacted the creation of the founding documents; and

(F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.

(2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:

(A) describe the processes used by individuals, political parties, interest groups, or the media to affect public policy; and

(B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.

- (3) Geography. The student understands how geography can influence U.S. political districts and policies. The student is expected to:
- (A) explain how population shifts affect voting patterns;
 - (B) examine political boundaries to make inferences regarding the distribution of political power; and
 - (C) explain how political districts are crafted and how they are affected by Supreme Court decisions such as *Baker v. Carr*.
- (4) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:
- (A) explain how government fiscal, and regulatory policies influence the economy at the local, state, and national levels;
 - (B) compare the role of government in the U.S. free enterprise system and other economic systems; and
 - (C) explain how government taxation, expenditures, and regulation can influence the U.S. economy and impact private enterprise.
- (5) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:
- (A) analyze how economic and natural resources influence U.S. foreign policy; and
 - (B) describe the roles of the executive and legislative branches in setting international trade and fiscal policies.
- (6) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:
- (A) explain the importance of a written constitution;
 - (B) explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;
 - (C) analyze how the Federalist Papers such as Number 10 and Number 51 explain the principles of the American constitutional system of government;
 - (D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;
 - (E) describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government; and

- (F) identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today.
- (7) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:
- (A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;
 - (B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;
 - (C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review;
 - (D) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC);
 - (E) explain how provisions of the U.S. Constitution provide for checks and balances among the three branches of government;
 - (F) analyze selected issues raised by judicial activism and judicial restraint;
 - (G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and
 - (H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.
- (8) Government. The student understands the concept of federalism. The student is expected to:
- (A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;
 - (B) categorize government powers as national, state, or shared;
 - (C) analyze historical and contemporary conflicts over the respective roles of national and state governments; and

- (D) explain how the U.S. Constitution limits the power of national and state governments.
- (9) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:
- (A) identify different methods of filling public offices, including elected and appointed offices at the local, state, and national levels;
 - (B) explain the process of electing the president of the United States and analyze the Electoral College; and
 - (C) analyze the impact of the passage of the 17th Amendment.
- (10) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:
- (A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels; and
 - (B) explain the two-party system and evaluate the role of third parties in the United States.
- (11) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:
- (A) compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics; and
 - (B) analyze advantages and disadvantages of presidential and parliamentary systems of government.
- (12) Citizenship. The student understands the rights that are protected and secured by the U.S. Constitution and Bill of Rights. The student is expected to:
- (A) explain the roles of limited government and the rule of law in the protection of individual rights;
 - (B) identify and define the unalienable rights;
 - (C) identify the freedoms and rights protected and secured by each amendment in the Bill of Rights;
 - (D) analyze the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare this to the concept of separation of church and state;

- (E) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including *Engel v. Vitale*, *Schenck v. United States*, *Texas v. Johnson*, *Miranda v. Arizona*, *Gideon v. Wainwright*, *Mapp v. Ohio*, and *Roe v. Wade*;
 - (F) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and
 - (G) recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states through U.S. Supreme Court rulings and analyze the impact on the scope of fundamental rights and federalism.
- (13) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:
- (A) describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good;
 - (B) explain the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and
 - (C) describe the voter registration process and the criteria for voting in elections.
- (14) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:
- (A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;
 - (B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and
 - (C) describe the factors that influence an individual's political attitudes and actions.
- (15) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:
- (A) analyze different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and

- (B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.
- (16) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:
- (A) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of *Hernandez v. Texas* and *Grutter v. Bollinger*; and
 - (B) explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.
- (17) Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:
- (A) explain how U.S. constitutional protections such as patents have fostered competition and entrepreneurship; and
 - (B) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies.
- (18) Science, technology, and society. The student understands the impact of advances in science and technology on government. The student is expected to:
- (A) describe the potential impact of recent scientific discoveries and technological innovations on government policy; and
 - (B) evaluate the impact of the Internet and other electronic information on the political process.
- (19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:
- (A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
 - (B) create a product on a contemporary government issue or topic using critical methods of inquiry;

- (C) analyze and defend a point of view on a current political issue;
- (D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference; and
- (E) evaluate government data using charts, tables, graphs, and maps.

(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly; and
- (B) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism.

(21) 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.

§117.305. Art, Level IV (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) consider concepts and themes for personal artwork that integrate an extensive range of visual observations, experiences, and imagination;
 - (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) discriminate between art media and processes to express complex visual relationships such as content, meaning, message, and metaphor using extensive art vocabulary.
- (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) produce an original body of artwork that integrates information from a variety of sources, including original sources, and demonstrates sustained self-directed investigations into specific themes such as a series or concentration of works;
 - (B) evaluate and justify design ideas and concepts to create a body of personal artwork;
 - (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) create artwork, singularly and in a series, by selecting from a variety of art materials and tools appropriate to course work 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:
- (A) research and report on selected historical periods, artists, general themes, trends, and styles of art;
 - (B) analyze and evaluate the influence of contemporary cultures on artwork;
 - (C) collaborate on community-based art projects; and
 - (D) examine, research, and develop a plan of action for relevant career or entrepreneurial art opportunities within a global economy, justifying the choice.
- (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) develop evaluative criteria to justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on a high level of creativity and expertise in one or more art areas;
 - (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 the 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) evaluate a wide range of artwork to form conclusions about formal qualities, aesthetics, historical and cultural contexts, intents, and meanings. Source: The provisions of this §117.305 adopted to be effective July 28, 2013, 38 TexReg 4575.

§117.313. Music, Level IV (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) evaluate exemplary musical examples using technology and available live performances;
 - (B) analyze advanced musical textures while using a melodic reading system;
 - (C) analyze concepts of music notation, intervals, and chord structure using appropriate terminology;
 - (D) analyze concepts of rhythm and meter using appropriate terminology and counting system;
 - (E) analyze musical forms in music selected for performance and listening;
 - (F) analyze concepts of balance and blend using appropriate terminology;
 - (G) analyze musical styles and genres such as cantata, opera, zydeco, motet, hip-hop, symphony, anthem, march, beats, musical theatre, gospel jazz, and spirituals;
 - (H) analyze concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance; and
 - (I) analyze and apply health and wellness concepts related to music practice such as body mechanics, repetitive motion injury prevention, first-aid training, 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 advanced melodies and rhythms; and
 - (B) interpret music symbols and expressive terms.
- (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) analyze 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 complex patterns at an 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 increasing 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 cultural relevance. The student relates music to history, culture, and the world. The student is expected to:

- (A) discriminate representative examples of music by genre, style, culture, and historical period;
 - (B) evaluate the relevance of music to societies and cultures;
 - (C) define the relationships between music content and concepts and other academic disciplines;
 - (D) explain a variety of music and 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 curricula vitae, electronic portfolios, personal resource lists, performance recordings, social media applications, repertoire lists, and audition 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 musical performances;
 - (D) develop processes for self-evaluation and select tools for personal artistic improvement; and
 - (E) evaluate musical performances and compositions by comparing them to similar or exemplary models and offering constructive suggestions for improvement.

§117.318. Theatre, Level IV, 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) create and demonstrate theatre preparation and warm-up techniques;
 - (B) devise and model stage movement;
 - (C) model proper techniques such as diction, inflection, and projection in the use of effective voice;
 - (D) compare the structure of theatre to that of film, television, and other media;
 - (E) evaluate theatrical conventions of various cultural and historical periods;
 - (F) evaluate the interdependence of all theatrical elements; and
 - (G) develop and model 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) demonstrate creativity as it relates to self and ensemble and its effect on audience;
 - (C) analyze and interpret characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions;
 - (D) interpret scripted scenes of various styles to portray believable characters; and
 - (E) create individually or devise collaboratively imaginative scripts and scenarios.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
 - (A) experiment with the technical elements of theatre safely and effectively in improvisation or scripted scenes or plays;
 - (B) analyze and evaluate dramatic texts and direct brief scenes;
 - (C) demonstrate understanding of a director's responsibility to the author's intent, script, actors, designers, technicians, and audience;

- (D) analyze production plans that include research, rehearsal plans, technical designs, and blocking; (E) demonstrate leadership by casting and directing a long scene or a short play, producing a unified theatrical production; and
 - (F) apply expertise in one or more areas of theatre production, 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) evaluate and practice appropriate audience behavior at various types of performances;
 - (B) defend theatre as an art form and value self as a creative being
 - (C) apply evaluation concepts to performances, and compare and contrast literary and dramatic criticism of theatre, film, television, or other media;
 - (D) compare and contrast the elements and communication methods of theatre, film, music, art, dance, or other media in a specific culture or historical period;
 - (E) evaluate selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, playwriting, and dramatic criticism in theatre, film, television, and other

media and analyze the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;

(F) employ technology such as portfolios, research projects, and journals to communicate and present findings in a clear and coherent manner;

(G) appraise personal theatre skills and experiences to opportunities in higher education and careers outside of the theatre; and (H) create a personal resume or portfolio of theatrical experience.