

4-H Food & Nutrition Programs

Alignment with the
Texas Essential Knowledge and Skills for Grade 7th

English Language Arts & Reading	
Mathematics	
Science	
Social Studies	
Health Education	7A-C, 8A-C, 9A-B, 10A-D
Physical Education	10A-B
Art	
Music	
Theatre	
Technology Applications	



§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

(a) Knowledge and skills.

- (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
 - (A) listen actively to interpret a message and ask clarifying questions that build on others' ideas;
 - (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;
 - (C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and
 - (D) engage in meaningful discourse and provide and accept constructive feedback from others.
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
 - (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;
 - (B) use context such as contrast or cause and effect to clarify the meaning of words; and
 - (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
- (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
- (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
 - (A) establish purpose for reading assigned and self-selected texts;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and society;
 - (F) make inferences and use evidence to support understanding;

- (G) evaluate details read to determine key ideas;
 - (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe personal connections to a variety of sources, including self-selected texts;
 - (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;
 - (C) use text evidence to support an appropriate response;
 - (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
 - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 - (F) respond using newly acquired vocabulary as appropriate;
 - (G) discuss and write about the explicit or implicit meanings of text;
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
 - (I) reflect on and adjust responses as new evidence is presented.
- (7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- (A) infer multiple themes within and across texts using text evidence;
 - (B) analyze how characters' qualities influence events and resolution of the conflict;
 - (C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and
 - (D) analyze how the setting influences character and plot development.
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;
 - (B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;
 - (C) analyze how playwrights develop characters through dialogue and staging;
 - (D) analyze characteristics and structural elements of informational text, including:
 - (i) the controlling idea or thesis with supporting evidence;
 - (ii) features such as references or acknowledgements; and

- (iii) organizational patterns that support multiple topics, categories, and subcategories;
 - (E) analyze characteristics and structures of argumentative text by:
 - (i) identifying the claim;
 - (ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and
 - (iii) identifying the intended audience or reader; and
 - (F) analyze characteristics of multimodal and digital texts.
- (9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
 - (A) explain the author's purpose and message within a text;
 - (B) analyze how the use of text structure contributes to the author's purpose;
 - (C) analyze the author's use of print and graphic features to achieve specific purposes;
 - (D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;
 - (E) identify the use of literary devices, including subjective and objective point of view;
 - (F) analyze how the author's use of language contributes to mood, voice, and tone; and
 - (G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.
- (10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
 - (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;
 - (B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
 - (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;
 - (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;
 - (D) edit drafts using standard English conventions, including:
 - (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments ;

- (ii) consistent, appropriate use of verb tenses;
 - (iii) conjunctive adverbs;
 - (iv) prepositions and prepositional phrases and their influence on subject-verb agreement;
 - (v) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor ;
 - (vi) correct capitalization;
 - (vii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; and
 - (viii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and
- (E) publish written work for appropriate audiences.
- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
 - (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;
 - (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and
 - (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.
- (12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) generate student-selected and teacher-guided questions for formal and informal inquiry;
 - (B) develop and revise a plan;
 - (C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;
 - (D) identify and gather relevant information from a variety of sources;
 - (E) differentiate between primary and secondary sources;
 - (F) synthesize information from a variety of sources;
 - (G) differentiate between paraphrasing and plagiarism when using source materials;
 - (H) examine sources for:
 - (i) reliability, credibility, and bias; and
 - (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;
 - (I) display academic citations and use source materials ethically; and

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

§111.27. Grade 7, Adopted 2012.

(a) Knowledge and skills.

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

- (A) apply mathematics to problems arising in everyday life, society, and the workplace;
- (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
- (C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
- (D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
- (E) create and use representations to organize, record, and communicate mathematical ideas;
- (F) analyze mathematical relationships to connect and communicate mathematical ideas; and
- (G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of rational numbers.

(3) Number and operations. The student applies mathematical process standards to add, subtract, multiply, and divide while solving problems and justifying solutions. The student is expected to:

- (A) add, subtract, multiply, and divide rational numbers fluently; and
- (B) apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers.

(4) Proportionality. The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to:

- (A) represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including $d = rt$;
- (B) calculate unit rates from rates in mathematical and real-world problems;
- (C) determine the constant of proportionality ($k = y/x$) within mathematical and real-world problems;

- (D) solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems; and
 - (E) convert between measurement systems, including the use of proportions and the use of unit rates.
- (5) Proportionality. The student applies mathematical process standards to use geometry to describe or solve problems involving proportional relationships. The student is expected to:
- (A) generalize the critical attributes of similarity, including ratios within and between similar shapes;
 - (B) describe π as the ratio of the circumference of a circle to its diameter; and
 - (C) solve mathematical and real-world problems involving similar shape and scale drawings.
- (6) Proportionality. The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. The student is expected to:
- (A) represent sample spaces for simple and compound events using lists and tree diagrams;
 - (B) select and use different simulations to represent simple and compound events with and without technology;
 - (C) make predictions and determine solutions using experimental data for simple and compound events;
 - (D) make predictions and determine solutions using theoretical probability for simple and compound events;
 - (E) find the probabilities of a simple event and its complement and describe the relationship between the two;
 - (F) use data from a random sample to make inferences about a population;
 - (G) solve problems using data represented in bar graphs, dot plots, and circle graphs, including part-to-whole and part-to-part comparisons and equivalents;
 - (H) solve problems using qualitative and quantitative predictions and comparisons from simple experiments; and
 - (I) determine experimental and theoretical probabilities related to simple and compound events using data and sample spaces.
- (7) Expressions, equations, and relationships. The student applies mathematical process standards to represent linear relationships using multiple representations. The student is expected to represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form $y = mx + b$.
- (8) Expressions, equations, and relationships. The student applies mathematical process standards to develop geometric relationships with volume. The student is expected to:

- (A) model the relationship between the volume of a rectangular prism and a rectangular pyramid having both congruent bases and heights and connect that relationship to the formulas;
 - (B) explain verbally and symbolically the relationship between the volume of a triangular prism and a triangular pyramid having both congruent bases and heights and connect that relationship to the formulas; and
 - (C) use models to determine the approximate formulas for the circumference and area of a circle and connect the models to the actual formulas.
- (9) Expressions, equations, and relationships. The student applies mathematical process standards to solve geometric problems. The student is expected to:
- (A) solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids;
 - (B) determine the circumference and area of circles;
 - (C) determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles, and quarter circles; and
 - (D) solve problems involving the lateral and total surface area of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid by determining the area of the shape's net.
- (10) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations and inequalities to represent situations. The student is expected to:
- (A) write one-variable, two-step equations and inequalities to represent constraints or conditions within problems;
 - (B) represent solutions for one-variable, two-step equations and inequalities on number lines; and
 - (C) write a corresponding real-world problem given a one-variable, two-step equation or inequality.
- (11) Expressions, equations, and relationships. The student applies mathematical process standards to solve one-variable equations and inequalities. The student is expected to:
- (A) model and solve one-variable, two-step equations and inequalities;
 - (B) determine if the given value(s) make(s) one-variable, two-step equations and inequalities true; and
 - (C) write and solve equations using geometry concepts, including the sum of the angles in a triangle, and angle relationships.
- (12) Measurement and data. The student applies mathematical process standards to use statistical representations to analyze data. The student is expected to:
- (A) compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads;
 - (B) use data from a random sample to make inferences about a population; and

- (C) compare two populations based on data in random samples from these populations, including informal comparative inferences about differences between the two populations.
- (13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:
- (A) calculate the sales tax for a given purchase and calculate income tax for earned wages;
 - (B) identify the components of a personal budget, including income; planned savings for college, retirement, and emergencies; taxes; and fixed and variable expenses, and calculate what percentage each category comprises of the total budget;
 - (C) create and organize a financial assets and liabilities record and construct a net worth statement;
 - (D) use a family budget estimator to determine the minimum household budget and average hourly wage needed for a family to meet its basic needs in the student's city or another large city nearby;
 - (E) calculate and compare simple interest and compound interest earnings; and
 - (F) analyze and compare monetary incentives, including sales, rebates, and coupons.

§112.19. Science, Grade 7, Adopted 2017

(a) Knowledge and skills.

- (1) Scientific and engineering practices. The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:
 - (A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations;
 - (B) use scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;
 - (C) use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;
 - (D) use appropriate tools such as graduated cylinders, metric rulers, periodic tables, balances, scales, thermometers, temperature probes, laboratory ware, timing devices, pH indicators, hot plates, models, microscopes, slides, life science models, petri dishes, dissecting kits, magnets, spring scales or force sensors, tools that model wave behavior, satellite images, hand lenses, and lab notebooks or journals;
 - (E) collect quantitative data using the International System of Units (SI) and qualitative data as evidence;
 - (F) construct appropriate tables, graphs, maps, and charts using repeated trials and means to organize data;
 - (G) develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and
 - (H) distinguish between scientific hypotheses, theories, and laws.
- (2) Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:
 - (A) identify advantages and limitations of models such as their size, scale, properties, and materials;
 - (B) analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations;
 - (C) use mathematical calculations to assess quantitative relationships in data; and
 - (D) evaluate experimental and engineering designs.
- (3) Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:

- (A) develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;
 - (B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and
 - (C) engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.
- (4) Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society. The student is expected to:
- (A) relate the impact of past and current research on scientific thought and society, including the process of science, cost-benefit analysis, and contributions of diverse scientists as related to the content;
 - (B) make informed decisions by evaluating evidence from multiple appropriate sources to assess the credibility, accuracy, cost-effectiveness, and methods used; and
 - (C) research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a science, technology, engineering, and mathematics (STEM) field to investigate STEM careers.
- (5) Recurring themes and concepts. The student understands that recurring themes and concepts provide a framework for making connections across disciplines. The student is expected to:
- (A) identify and apply patterns to understand and connect scientific phenomena or to design solutions;
 - (B) identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems;
 - (C) analyze how differences in scale, proportion, or quantity affect a system's structure or performance;
 - (D) examine and model the parts of a system and their interdependence in the function of the system;
 - (E) analyze and explain how energy flows and matter cycles through systems and how energy and matter are conserved through a variety of systems;
 - (F) analyze and explain the complementary relationship between structure and function of objects, organisms, and systems; and
 - (G) analyze and explain how factors or conditions impact stability and change in objects, organisms, and systems.
- (6) Matter and energy. The student distinguishes between elements and compounds, classifies changes in matter, and understands the properties of solutions. The student is expected to:
- (A) compare and contrast elements and compounds in terms of atoms and molecules, chemical symbols, and chemical formulas;
 - (B) use the periodic table to identify the atoms and the number of each kind within a chemical formula;

- (C) distinguish between physical and chemical changes in matter;
 - (D) describe aqueous solutions in terms of solute and solvent, concentration, and dilution; and
 - (E) investigate and model how temperature, surface area, and agitation affect the rate of dissolution of solid solutes in aqueous solutions.
- (7) Force, motion, and energy. The student describes the cause-and-effect relationship between force and motion. The student is expected to:
- (A) calculate average speed using distance and time measurements from investigations;
 - (B) distinguish between speed and velocity in linear motion in terms of distance, displacement, and direction;
 - (C) measure, record, and interpret an object's motion using distance-time graphs; and
 - (D) analyze the effect of balanced and unbalanced forces on the state of motion of an object using Newton's First Law of Motion.
- (8) Force, motion, and energy. The student understands the behavior of thermal energy as it flows into and out of systems. The student is expected to:
- (A) investigate methods of thermal energy transfer into and out of systems, including conduction, convection, and radiation;
 - (B) investigate how thermal energy moves in a predictable pattern from warmer to cooler until all substances within the system reach thermal equilibrium; and
 - (C) explain the relationship between temperature and the kinetic energy of the particles within a substance.
- (9) Earth and space. The student understands the patterns of movement, organization, and characteristics of components of our solar system. The student is expected to:
- (A) describe the physical properties, locations, and movements of the Sun, planets, moons, meteors, asteroids, comets, Kuiper belt, and Oort cloud;
 - (B) describe how gravity governs motion within Earth's solar system; and
 - (C) analyze the characteristics of Earth that allow life to exist such as the proximity of the Sun, presence of water, and composition of the atmosphere.
- (10) Earth and space. The student understands the causes and effects of plate tectonics. The student is expected to:
- (A) describe the evidence that supports that Earth has changed over time, including fossil evidence, plate tectonics, and superposition; and
 - (B) describe how plate tectonics causes ocean basin formation, earthquakes, mountain building, and volcanic eruptions, including supervolcanoes and hot spots.
- (11) Earth and space. The student understands how human activity can impact the hydrosphere. The student is expected to:

- (A) analyze the beneficial and harmful influences of human activity on groundwater and surface water in a watershed; and
 - (B) describe human dependence and influence on ocean systems and explain how human activities impact these systems.
- (12) Organisms and environments. The student understands that ecosystems are dependent upon the cycling of matter and the flow of energy. The student is expected to:
- (A) diagram the flow of energy within trophic levels and describe how the available energy decreases in successive trophic levels in energy pyramids; and
 - (B) describe how ecosystems are sustained by the continuous flow of energy and the recycling of matter and nutrients within the biosphere.
- (13) Organisms and environments. The student knows how systems are organized and function to support the health of an organism and how traits are inherited. The student is expected to:
- (A) identify and model the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, urinary, reproductive, integumentary, nervous, immune, and endocrine systems;
 - (B) describe the hierarchical organization of cells, tissues, organs, and organ systems within plants and animals;
 - (C) compare the results of asexual and sexual reproduction of plants and animals in relation to the diversity of offspring and the changes in the population over time; and
 - (D) describe and give examples of how natural and artificial selection change the occurrence of traits in a population over generations.
- (14) Organisms and environments. The student knows how the taxonomic system is used to describe relationships between organisms. The student is expected to:
- (A) describe the taxonomic system that categorizes organisms based on similarities and differences shared among groups; and
 - (B) describe the characteristics of the recognized kingdoms and their importance in ecosystems such as bacteria aiding digestion or fungi decomposing organic matter.

§113.19. Social Studies, Grade 7, Adopted 2018

(a) Knowledge and skills.

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

- (A) identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas; and
- (B) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.

(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:

- (A) compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;
- (B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca, the search for gold, and the conflicting territorial claims between France and Spain;
- (C) identify important individuals, events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Fray Damián Massanet, Antonio Margil de Jesús, and Francisco Hidalgo;
- (D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery;
- (E) identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas; and
- (F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.

(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:

- (A) describe the chain of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin;
 - (B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis; and
 - (C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales; the siege of the Alamo, William B. Travis's letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there; the Constitutional Convention of 1836; Fannin's surrender at Goliad; and the Battle of San Jacinto.
- (4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:
- (A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones such as the Texas Navy, the Texas Rangers, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Santa Fe Expedition, slavery, and the roles of racial and ethnic groups;
 - (B) analyze the causes of and events leading to Texas annexation such as security and public debt; and
 - (C) identify individuals, events, and issues during early Texas statehood, including the U.S.- Mexican War, the Treaty of Guadalupe-Hidalgo, slavery, and the Compromise of 1850.
- (5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:
- (A) explain the central role the expansion of slavery played in the involvement of Texas in the Civil War;
 - (B) identify significant events concerning Texas and the Civil War such as the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch; and
 - (C) explain the political, economic, and social effects of the Civil War and Reconstruction in Texas.
- (6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:
- (A) identify significant individuals, events, and issues, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker;

- (B) identify significant individuals, events, and issues, including the development of the cattle industry from its Spanish beginnings and the cowboy way of life;
 - (C) identify significant individuals, events, and issues, including the effects of the growth of railroads and the contributions of James Hogg; and
 - (D) explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.
- (7) History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries. The student is expected to:
- (A) explain how the oil industry led to the industrialization of Texas;
 - (B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology;
 - (C) describe and compare the impact of reform movements in Texas in the 19th and 20th centuries such as progressivism, populism, women's suffrage, agrarianism, labor reform, and the conservative movement of the late 20th century;
 - (D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements such as James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White; and
 - (E) analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas.
- (8) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:
- (A) locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions;
 - (B) locate and compare places of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest; and
 - (C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.
- (9) Geography. The student understands the effects of the interaction between humans and the environment in Texas. The student is expected to:

- (A) identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications; and
 - (B) explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.
- (10) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to: §113.B. Middle School Page 10 August 2019 Update
- (A) identify why immigrant groups came to Texas and where they settled;
 - (B) describe how immigration and migration to Texas have influenced Texas;
 - (C) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution; and
 - (D) analyze the effects of the changing population distribution and growth in Texas and the additional need for education, health care, and transportation.
- (11) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:
- (A) explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing; and
 - (B) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.
- (12) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:
- (A) calculate the sales tax for a given purchase and calculate income tax for earned wages;
 - (B) explain the impact of national and international markets on the production of goods and services in Texas, including agriculture and oil and gas;
 - (C) explain the impact of economic concepts within the free enterprise system such as supply and demand, profit, and world competition on the economy of Texas; and
 - (D) analyze the impact of significant industries in Texas such as aerospace, medical, and computer technologies on local, national, and international markets.
- (13) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:
- (A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and

- (B) compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.
- (14) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:
- (A) describe the structure and functions of government at municipal, county, and state levels; and
 - (B) identify major sources of revenue for state and local governments such as property taxes, sales taxes, bonds, and fees.
- (15) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:
- (A) explain rights of Texas citizens; and
 - (B) explain civic responsibilities of Texas citizens and the importance of civic participation.
- (16) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:
- (A) identify different points of view of political parties and interest groups on important Texas issues, past and present; and
 - (B) describe the importance of free speech and press in a democratic society.
- (17) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:
- (A) calculate the sales tax for a given purchase and calculate income tax for earned wages;
 - (B) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States; and
 - (C) identify the contributions of Texas leaders such as Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.
- (18) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:
- (A) explain how the diversity of Texas is reflected in a variety of cultural activities and celebrations;
 - (B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;
 - (C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and
 - (D) identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.

- (19) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:
- (A) compare types and uses of technology, past and present;
 - (B) identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.;
 - (C) analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries;
 - (D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land; and
 - (E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.
- (20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas;
 - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
 - (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
 - (D) identify bias and points of view from the historical context surrounding an event that influenced the participants;
 - (E) support a point of view on a social studies issue or event; and
 - (F) evaluate the validity of a source based on corroboration with other sources and information about the author.
- (21) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries; and
 - (B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.
- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
 - (B) use effective written communication skills, including proper citations and avoiding plagiarism; and

- (C) create written, oral, and visual presentations of social studies information.
- (23) 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 decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

§115.27 Grades 7-8, Adopted 2020.

(a) Knowledge and Skills

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

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

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

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

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

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

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

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

§116.27. Physical Education, Grades 7-8, Adopted 2020.

(a) Knowledge and skills.

- (1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:
 - (A) combine and apply a variety of locomotor skills during dynamic fitness, sport, and rhythmic activities; and
 - (B) apply correct jumping and landing technique during dynamic activities, game situations, and sports.
- (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
 - (A) move between positions with controlled balance during dynamic activities, game situations, and sports; and
 - (B) demonstrate proper body positioning, proficiency, and footwork and perform offensive and defensive skills during dynamic activities, game situations, and sports.
- (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
 - (A) apply correct throwing techniques with distance, power, and accuracy while both partners are moving during dynamic activities, game situations, and sports;
 - (B) apply correct catching technique with a variety of objects from different levels and trajectories during dynamic activities, game situations, and sports;
 - (C) apply offensive and defensive patterns in game strategies while hand dribbling;
 - (D) apply offensive and defensive foot dribbling strategies during game situations and sports;
 - (E) apply correct technique in kicking and punting with control, distance, and accuracy during game situations and sports;
 - (F) apply correct technique in volleying with both control and accuracy during game situations and sports;
 - (G) apply correct technique when striking an object with speed, accuracy, force, and distance during game situations and sports; and
 - (H) create and perform a jump rope routine using a variety of skills that require agility, speed, and endurance.
- (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
 - (A) execute the appropriate use of open space and closing space during dynamic activities, games, and sports; and

- (B) execute the appropriate use of speed, direction, and force with or without an implement during dynamic activities, games, and sports.
- (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to perform rhythmic routines with advanced steps and movement patterns with a partner.
- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
- (A) apply offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games and sports;
 - (B) apply combinations or sequences of game skills to achieve individual or team goals; and
 - (C) demonstrate self-responsibility and appropriate sporting behavior in game situations and sports.
- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to demonstrate a variety of correct techniques for outdoor recreational skills, activities, and games.
- (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:
- (A) analyze the long-term benefits of moderate to vigorous physical activity on overall health and wellness;
 - (B) apply basic frequency, intensity, time, and type (FITT) principle in a variety of aerobic and anaerobic activities; and
 - (C) apply health-related and skill-related fitness components and explain how each component impacts personal fitness.
- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:
- (A) create a collaborative physical fitness plan to target areas for improvement in health-related fitness; and
 - (B) monitor and evaluate personal fitness goals and make appropriate changes for improvement.
- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:
- (A) evaluate healthy food choices that show a balanced daily intake of macronutrients to enhance physical performance; and
 - (B) analyze and determine the appropriate times to consume traditional sports drinks that have the appropriate carbohydrate and sodium content.

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

§117.203 Art, Middle School 2, Adopted 2013.

(a) Knowledge and Skills

- (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:
 - (A) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
 - (B) compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;
 - (C) compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately; and
 - (D) understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.
- (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
 - (A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community;
 - (B) apply the art-making process to solve problems and generate design solutions;
 - (C) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media; and
 - (D) use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination.
- (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:
 - (A) analyze ways that global, cultural, historical, and political issues influence artworks;

- (B) analyze selected artworks to determine contemporary relevance in relationship to universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;
 - (C) compare and contrast relationships that exist between a society's art and its music, literature, and architecture; and
 - (D) identify career and avocational choices in art such as various design, museum, and fine arts fields.
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
- (A) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;
 - (B) analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - (C) develop a portfolio that demonstrates progress;
 - (D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and
 - (E) demonstrate an understanding of and apply proper exhibition etiquette.

§117.209 Music, Middle School 2, Adopted 2013.

(a) Knowledge and Skills

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

- (A) compare and contrast exemplary musical examples using technology and available live performances;
- (B) demonstrate knowledge of tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems;
- (C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology;
- (D) interpret musical forms such as binary, ternary, phrasic, rondo, and theme and variations presented aurally and through music notation; and
- (E) describe health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.

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

- (A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements;
- (B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;
- (C) create increasingly complex rhythmic phrases, using known rhythms, and melodic phrases, using known pitches, within an established system of notation;
- (D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and
- (E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4, and 4/4.

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

- (A) demonstrate, alone and in groups, characteristic vocal or instrumental timbre;
 - (B) perform music, alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;
 - (C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;
 - (D) perform independently and expressively a varied repertoire of music representing various styles and cultures;
 - (E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms;
 - (F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing; and
 - (G) create increasingly complex rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty.
- (4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:
- (A) perform music such as "The Star-Spangled Banner" and "Texas, Our Texas" that is representative of diverse cultures, including American and Texas heritage;
 - (B) examine written and aurally presented music representative of diverse genres, styles, periods, and cultures;
 - (C) identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences; and
 - (D) describe music-related vocations and avocations.
- (5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:
- (A) demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings;
 - (B) apply criteria for listening to and evaluating musical performances;
 - (C) demonstrate processes and select the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings;
 - (D) identify and apply criteria for evaluating personal performances;

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

§117.212 Theatre, Middle School 2, 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) explore characterization using sensory and emotional recall;
 - (B) develop and apply theatre preparation and warm-up techniques;
 - (C) create expressive and rhythmic movements;
 - (D) develop an increased understanding of the mechanisms of vocal production;
 - (E) demonstrate knowledge of theatrical vocabulary and terminology; and
 - (F) analyze and evaluate the structure and form of dramatic literature.
- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
 - (A) demonstrate safe use of the voice and body;
 - (B) define characters by what they do, what they say, and what others say about them;
 - (C) select movements and dialogue to portray a character appropriately;
 - (D) create stories collaboratively and individually that have dramatic structure;
 - (E) apply knowledge of effective voice and diction techniques to express thoughts and feelings;
 - (F) compare and contrast dramatic performances to life; and
 - (G) create improvised scenes that include setting, character, and plot.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
 - (A) determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes;
 - (B) create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances;
 - (C) define the role of the director; and
 - (D) use technology in theatrical applications such as live theatre, video, and film.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
 - (A) demonstrate knowledge of theatre as a reflection of life in particular times, places, and cultures;
 - (B) explore the relevance and influence of theatre heritage and dramatic texts on the student's daily life; and
 - (C) explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society.
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
 - (A) understand and demonstrate appropriate audience etiquette at various types of performances;
 - (B) evaluate the effectiveness of selected film and television performances;

- (C) demonstrate knowledge of production elements in theatre, film, television, and other media; and
- (D) explore career and vocational opportunities in theatre.

§126.15 Technology Applications, Grade 7.

(a) Knowledge and Skills

(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to:

- (A) identify, create, and use files in various formats such as text, raster and vector graphics, video, and audio files;
- (B) create and present original works as a means of personal or group expression;
- (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results; and
- (D) discuss trends and make predictions.

(2) Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to:

- (A) create personal learning networks to collaborate and publish with peers, experts, or others using digital tools such as blogs, wikis, audio/video communication, or other emerging technologies;
- (B) communicate effectively with multiple audiences using a variety of media and formats; and
- (C) create products using technical writing strategies.

(3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:

- (A) create a research plan to guide inquiry;
- (B) use and evaluate various search strategies, including keyword(s) and Boolean operators;
- (C) select and evaluate various types of digital resources for accuracy and validity; and
- (D) process data and communicate results.

(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:

- (A) identify and define relevant problems and significant questions for investigation;
- (B) plan and manage activities to develop a solution, design a computer program, or complete a project;
- (C) collect and analyze data to identify solutions and make informed decisions;
- (D) use multiple processes and diverse perspectives to explore alternative solutions;
- (E) make informed decisions and support reasoning; and
- (F) transfer current knowledge to the learning of newly encountered technologies.

(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:

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

- (M) plan and create non-linear media projects using graphic design principles; and
- (N) integrate two or more technology tools to create a new digital product.