

4-H Food & Nutrition Programs

Alignment with the
Texas Essential Knowledge and Skills for Grade 9th

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



§110.36. English Language Arts and Reading, English I (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) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;
 - (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;
 - (C) give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and
 - (D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
 - (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate
 - (B) understanding of the precise and appropriate meaning of technical or discipline based vocabulary;
 - (C) analyze context to distinguish between the denotative and connotative meanings of words; and
 - (D) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
- (4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
 - (A) establish purpose for reading assigned and self-selected texts;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and society;

- (F) make inferences and use evidence to support understanding;
 - (G) evaluate details read to determine key ideas;
 - (H) synthesize information from two texts to create new understanding; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe personal connections to a variety of sources, including self-selected texts;
 - (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;
 - (C) use text evidence and original commentary to support a comprehensive response;
 - (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
 - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 - (F) respond using acquired content and academic vocabulary as appropriate;
 - (G) discuss and write about the explicit or implicit meanings of text;
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;
 - (I) reflect on and adjust responses when valid evidence warrants; and
 - (J) defend or challenge the authors' claims using relevant text evidence.; and
- (6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- (A) analyze how themes are developed through characterization and plot in a variety of literary texts;
 - (B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;
 - (C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and
 - (D) analyze how the setting influences the 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:
- (E) read and respond to American, British, and world literature;
 - (F) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;
 - (G) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;

- (H) analyze characteristics and structural elements of informational texts such as:
 - (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and
 - (ii) multiple organizational patterns within a text to develop the thesis;
 - (I) analyze characteristics and structural elements of argumentative texts such as:
 - (i) clear arguable claim, appeals, and convincing conclusion;
 - (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
 - (iii) identifiable audience or reader; and
 - (J) analyze characteristics of multimodal and digital texts.
- (8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) analyze the author's purpose, audience, and message within a text;
 - (B) analyze use of text structure to achieve the author's purpose;
 - (C) evaluate the author's use of print and graphic features to achieve specific purposes;
 - (D) analyze how the author's use of language achieves specific purposes;
 - (E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;
 - (F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
 - (G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.; and
- (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:
 - (C) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;

- (i) using an organizing structure appropriate to purpose, audience, topic, and context; and
 - (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;
 - (D) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
 - (E) edit drafts using standard English conventions, including:
 - i. a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;
 - ii. consistent, appropriate use of verb tense and active and passive voice;
 - iii. pronoun-antecedent agreement;
 - iv. correct capitalization;
 - v. punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and
 - vi. correct spelling; and
 - (F) publish written work for appropriate audiences.
- (10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (A) compose literary texts such as fiction and poetry using genre characteristics and craft;
 - (B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;
 - (C) compose argumentative texts using genre characteristics and craft; and
 - (D) compose correspondence in a professional or friendly structure.
- (11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) 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 and bias, including omission; and

(ii) faulty reasoning such as ad hominem, loaded language, and slippery slope;

(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.

§111.39. Algebra I, Adopted 2012 (One Credit).

(c) 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) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:
- (A) determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities;
 - (B) write linear equations in two variables in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$, given one point and the slope and given two points;
 - (C) write linear equations in two variables given a table of values, a graph, and a verbal description;
 - (D) write and solve equations involving direct variation;
 - (E) write the equation of a line that contains a given point and is parallel to a given line;
 - (F) write the equation of a line that contains a given point and is perpendicular to a given line;

- (G) write an equation of a line that is parallel or perpendicular to the X or Y axis and determine whether the slope of the line is zero or undefined;
 - (H) write linear inequalities in two variables given a table of values, a graph, and a verbal description; and
 - (I) write systems of two linear equations given a table of values, a graph, and a verbal description.
- (3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:
- (A) determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$;
 - (B) calculate the rate of change of a linear function represented tabularly, graphically, or algebraically in context of mathematical and real-world problems;
 - (C) graph linear functions on the coordinate plane and identify key features, including x-intercept, y-intercept, zeros, and slope, in mathematical and real-world problems;
 - (D) graph the solution set of linear inequalities in two variables on the coordinate plane;
 - (E) determine the effects on the graph of the parent function $f(x) = x$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a , b , c , and d ;
 - (F) graph systems of two linear equations in two variables on the coordinate plane and determine the solutions if they exist;
 - (G) estimate graphically the solutions to systems of two linear equations with two variables in real-world problems; and
 - (H) graph the solution set of systems of two linear inequalities in two variables on the coordinate plane.
- (4) Linear functions, equations, and inequalities. The student applies the mathematical process standards to formulate statistical relationships and evaluate their reasonableness based on realworld data. The student is expected to:
- (A) calculate, using technology, the correlation coefficient between two quantitative variables and interpret this quantity as a measure of the strength of the linear association;
 - (B) compare and contrast association and causation in real-world problems; and
 - (C) write, with and without technology, linear functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems.
- (5) Linear functions, equations, and inequalities. The student applies the mathematical process standards to solve, with and without technology, linear equations and evaluate the reasonableness of their solutions. The student is expected to:

- (A) solve linear equations in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides;
 - (B) solve linear inequalities in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides; and
 - (C) solve systems of two linear equations with two variables for mathematical and real-world problems.
- (6) Quadratic functions and equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:
- (A) determine the domain and range of quadratic functions and represent the domain and range using inequalities;
 - (B) write equations of quadratic functions given the vertex and another point on the graph, write the equation in vertex form ($f(x) = a(x - h)^2 + k$), and rewrite the equation from vertex form to standard form ($f(x) = ax^2 + bx + c$); and
 - (C) write quadratic functions when given real solutions and graphs of their related equations.
- (7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:
- (A) graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry;
 - (B) describe the relationship between the linear factors of quadratic expressions and the zeros of their associated quadratic functions; and
 - (C) determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a , b , c , and d .
- (8) Quadratic functions and equations. The student applies the mathematical process standards to solve, with and without technology, quadratic equations and evaluate the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:
- (A) solve quadratic equations having real solutions by factoring, taking square roots, completing the square, and applying the quadratic formula; and
 - (B) write, using technology, quadratic functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems.
- (9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related

transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:

- (A) determine the domain and range of exponential functions of the form $f(x) = ab^x$ and represent the domain and range using inequalities;
 - (B) interpret the meaning of the values of a and b in exponential functions of the form $f(x) = ab^x$ in real-world problems;
 - (C) write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from mathematical and real-world situations, including growth and decay;
 - (D) graph exponential functions that model growth and decay and identify key features, including y -intercept and asymptote, in mathematical and real-world problems; and
 - (E) write, using technology, exponential functions that provide a reasonable fit to data and make predictions for real-world problems.
- (10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:
- (A) add and subtract polynomials of degree one and degree two;
 - (B) multiply polynomials of degree one and degree two; High School
 - (C) determine the quotient of a polynomial of degree one and polynomial of degree two when divided by a polynomial of degree one and polynomial of degree two when the degree of the divisor does not exceed the degree of the dividend;
 - (D) rewrite polynomial expressions of degree one and degree two in equivalent forms using the distributive property;
 - (E) factor, if possible, trinomials with real factors in the form $ax^2 + bx + c$, including perfect square trinomials of degree two; and
 - (F) decide if a binomial can be written as the difference of two squares and, if possible, use the structure of a difference of two squares to rewrite the binomial.
- (11) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite algebraic expressions into equivalent forms. The student is expected to:
- (A) simplify numerical radical expressions involving square roots; and (B) simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents.
- (12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:
- (A) decide whether relations represented verbally, tabularly, graphically, and symbolically define a function;

- (B) evaluate functions, expressed in function notation, given one or more elements in their domains;
- (C) identify terms of arithmetic and geometric sequences when the sequences are given in function form using recursive processes;
- (D) write a formula for the n th term of arithmetic and geometric sequences, given the value of several of their terms; and
- (E) solve mathematic and scientific formulas, and other literal equations, for a specified variable.

§112.34. Biology (One Credit), Adopted 2017.

(a) Knowledge and skills.

- (1) Scientific processes. The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:
 - (A) demonstrate safe practices during laboratory and field investigations; and
 - (B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials.
- (2) Scientific processes. The student uses scientific practices and equipment during laboratory and field investigations. The student is expected to:
 - (A) know the definition of science and understand that it has limitations, as specified in subsection (b)(2) of this section;
 - (B) know that hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories;
 - (C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed;
 - (D) distinguish between scientific hypotheses and scientific theories;
 - (E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology;
 - (F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as data-collecting probes, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, balances, gel electrophoresis apparatuses, micropipettes, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures;
 - (G) analyze, evaluate, make inferences, and predict trends from data; and
 - (H) communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports.
- (3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

- (A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student;
 - (B) communicate and apply scientific information extracted from various sources such as current events, published journal articles, and marketing materials;
 - (C) draw inferences based on data related to promotional materials for products and services;
 - (D) evaluate the impact of scientific research on society and the environment;
 - (E) evaluate models according to their limitations in representing biological objects or events; and
 - (F) research and describe the history of biology and contributions of scientists.
- (4) Science concepts. The student knows that cells are the basic structures of all living things with specialized parts that perform specific functions and that viruses are different from cells. The student is expected to:
- (A) compare and contrast prokaryotic and eukaryotic cells, including their complexity, and compare and contrast scientific explanations for cellular complexity;
 - (B) investigate and explain cellular processes, including homeostasis and transport of molecules; and
 - (C) compare the structures of viruses to cells, describe viral reproduction, and describe the role of viruses in causing diseases such as human immunodeficiency virus (HIV) and influenza.
- (5) Science concepts. The student knows how an organism grows and the importance of cell differentiation. The student is expected to:
- (A) describe the stages of the cell cycle, including deoxyribonucleic acid (DNA) replication and mitosis, and the importance of the cell cycle to the growth of organisms;
 - (B) describe the roles of DNA, ribonucleic acid (RNA), and environmental factors in cell differentiation; and
 - (C) recognize that disruptions of the cell cycle lead to diseases such as cancer.
- (6) Science concepts. The student knows the mechanisms of genetics such as the role of nucleic acids and the principles of Mendelian and non-Mendelian genetics. The student is expected to:
- (A) identify components of DNA, identify how information for specifying the traits of an organism is carried in the DNA, and examine scientific explanations for the origin of DNA;
 - (B) recognize that components that make up the genetic code are common to all organisms;
 - (C) explain the purpose and process of transcription and translation using models of DNA and RNA;
 - (D) recognize that gene expression is a regulated process;

- (E) identify and illustrate changes in DNA and evaluate the significance of these changes;
 - (F) predict possible outcomes of various genetic combinations such as monohybrid crosses, dihybrid crosses, and non-Mendelian inheritance; and
 - (G) recognize the significance of meiosis to sexual reproduction.
- (7) Science concepts. The student knows evolutionary theory is a scientific explanation for the unity and diversity of life. The student is expected to:
- (A) analyze and evaluate how evidence of common ancestry among groups is provided by the fossil record, biogeography, and homologies, including anatomical, molecular, and developmental;
 - (B) examine scientific explanations of abrupt appearance and stasis in the fossil record;
 - (C) analyze and evaluate how natural selection produces change in populations, not individuals;
 - (D) analyze and evaluate how the elements of natural selection, including inherited variation, the potential of a population to produce more offspring than can survive, and a finite supply of environmental resources, result in differential reproductive success;
 - (E) analyze and evaluate the relationship of natural selection to adaptation and to the development of diversity in and among species; and
 - (F) analyze other evolutionary mechanisms, including genetic drift, gene flow, mutation, and recombination.
- (8) Science concepts. The student knows that taxonomy is a branching classification based on the shared characteristics of organisms and can change as new discoveries are made. The student is expected to:
- (A) define taxonomy and recognize the importance of a standardized taxonomic system to the scientific community;
 - (B) categorize organisms using a hierarchical classification system based on similarities and differences shared among groups; and
 - (C) compare characteristics of taxonomic groups, including archaea, bacteria, protists, fungi, plants, and animals.
- (9) Science concepts. The student knows the significance of various molecules involved in metabolic processes and energy conversions that occur in living organisms. The student is expected to:
- (A) compare the functions of different types of biomolecules, including carbohydrates, lipids, proteins, and nucleic acids;
 - (B) compare the reactants and products of photosynthesis and cellular respiration in terms of energy, energy conversions, and matter; and
- (C) identify and investigate the role of enzymes.
- (10) Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:

- (A) describe the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals;
 - (B) describe the interactions that occur among systems that perform the functions of transport, reproduction, and response in plants; and
 - (C) analyze the levels of organization in biological systems and relate the levels to each other and to the whole system.
- (11) Science concepts. The student knows that biological systems work to achieve and maintain balance. The student is expected to:
- (A) summarize the role of microorganisms in both maintaining and disrupting the health of both organisms and ecosystems; and
 - (B) describe how events and processes that occur during ecological succession can change populations and species diversity.
- (12) Science concepts. The student knows that interdependence and interactions occur within an environmental system. The student is expected to:
- (A) interpret relationships, including predation, parasitism, commensalism, mutualism, and competition, among organisms;
 - (B) compare variations and adaptations of organisms in different ecosystems;
 - (C) analyze the flow of matter and energy through trophic levels using various models, including food chains, food webs, and ecological pyramids;
 - (D) describe the flow of matter through the carbon and nitrogen cycles and explain the consequences of disrupting these cycles; and
 - (E) describe how environmental change can impact ecosystem stability.

§113.43. World Geography Studies (One Credit), Adopted 2018.

(a) Knowledge and skills.

- (1) History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:
 - (A) analyze significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today; and
 - (B) trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact.
- (2) History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:
 - (A) describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions; and
 - (B) explain how changes in societies such as population shifts, technological advancements, and environmental policies have led to diverse uses of physical features over time such as terrace farming, dams, and polders.
- (3) Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:
 - (A) explain weather conditions and climate in relation to annual changes in Earth-Sun relationships;
 - (B) describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes; and
 - (C) describe how physical processes such as hurricanes, El Niño, earthquakes, and volcanoes affect the lithosphere, atmosphere, hydrosphere, and biosphere.
- (4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:
 - (A) explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions;
 - (B) describe different landforms such as plains, mountains, and islands and the physical processes that cause their development; and
 - (C) explain the influence of climate on the distribution of biomes in different regions.
- (5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:

- (A) analyze how the character of a place is related to its political, economic, social, and cultural elements; and
 - (B) interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the levels as defined by the Human Development Index.
- (6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:
- (A) locate and describe human and physical features that influence the size and distribution of settlements; and
 - (B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.
- (7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:
- (A) analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends;
 - (B) explain how physical geography and push and pull forces, including political, economic, social, and environmental conditions, affect the routes and flows of human migration;
 - (C) describe trends in world population growth and distribution; and
 - (D) analyze how globalization affects connectivity, standard of living, pandemics, and loss of local culture.
- (8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:
- (A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;
 - (B) analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes on people and their environment; and
 - (C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.
- (9) Geography. The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to:
- (A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region; and
 - (B) describe different types of regions, including formal, functional, and perceptual regions.
- (10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:

- (A) describe the forces that determine the distribution of goods and services in traditional, free enterprise, socialist, and communist economic systems;
 - (B) classify countries along the economic spectrum between free enterprise and communism;
 - (C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries; and
 - (D) compare global trade patterns over time and analyze the implications of globalization, including outsourcing and free trade zones.
- (11) Economics. The student understands how geography influences economic activities. The student is expected to:
- (A) understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary);
 - (B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; and
 - (C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.
- (12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:
- (A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people; and
 - (B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.
- (13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:
- (A) interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries; and
 - (B) compare maps of voting patterns and political boundaries to make inferences about the distribution of political power.
- (14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:
- (A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;
 - (B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries; and
 - (C) analyze the human and physical factors that influence control of territories and resources, conflict/war, and international relations of sovereign

nations such as China, the United States, Japan, and Russia and international organizations such as the United Nations (UN) and the European Union (EU).

- (15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes at national and international levels. The student is expected to:
- (A) identify and give examples of different points of view that influence the development of public policies and decision-making processes at national and international levels; and
 - (B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.
- (16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:
- (A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion;
 - (B) describe elements of culture, including language, religion, beliefs, institutions, and technologies; and
 - (C) describe life in a variety of urban and rural areas in the world to compare political, economic, social, and environmental changes.
- (17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:
- (A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive;
 - (B) describe central ideas and spatial distribution of major religious traditions, including Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism;
 - (C) compare economic, political, or social opportunities in different cultures for underrepresented populations such as women and ethnic and religious minorities; and
 - (D) evaluate the experiences and contributions of diverse groups to multicultural societies.
- (18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:
- (A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;
 - (B) assess causes and effects of conflicts between groups of people, including modern genocides and terrorism;
 - (C) identify examples of cultures that maintain traditional ways, including traditional economies; and
 - (D) evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, language, foods, technology, or global sports.

- (19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:
- (A) evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment;
 - (B) analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places; and
 - (C) analyze the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.
- (20) Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:
- (A) describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS); and
 - (B) examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development.
- (21) 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 and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;
 - (B) identify places of contemporary geopolitical significance on a map;
 - (C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change;
 - (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time; and
 - (E) identify different points of view about an issue or current topic.
- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) create appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;
 - (B) generate summaries, generalizations, and thesis statements supported by evidence;
 - (C) use social studies terminology correctly; and
 - (D) create original work using effective written communication skills, including proper citations and understanding and avoiding plagiarism.

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:

(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results;

(B) use case studies and GIS to identify contemporary challenges and to answer real-world questions; and

(C) 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.

§115.38. Health I (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 health information based on health-related standards;
 - (B) develop and analyze strategies to prevent communicable and non-communicable diseases; and
 - (C) discuss the importance of early detection and warning signs that prompt individuals of all ages to seek health care.
- (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) discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others; and
 - (B) analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution.
- (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 explain and demonstrate decision-making skills based on health information.
- (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 analyze how adverse childhood experiences such as abuse, neglect, and trauma can influence brain development and how to recognize, process, and overcome negative events for overall mental health and wellness.
- (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) 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; and
 - (B) discuss how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide.
- (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:
 - (A) evaluate food labels and menus to determine the nutritional content and value of foods and make healthy decisions about daily caloric intake;

- (B) compare and contrast the impact of healthy and unhealthy dietary practices; and
 - (C) describe how a personal dietary plan affects overall health and how a plan might differ over the lifespan.
- (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) analyze the relationships between nutrition, physical activity, and quality of life as they relate to mental, physical, and social health benefits; and
 - (B) analyze the relationships between body composition, diet, and physical activity, including how to balance caloric intake and physical activity.
- (8) 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) evaluate the nutritional differences between preparing and serving fresh or minimally processed food versus serving commercially prepared or highly processed foods; and
 - (B) evaluate the connection between physical activity and dietary choices as they relate to the prevention of chronic conditions.
- (9) 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 how to perform cardiopulmonary resuscitation (CPR) and choking rescue and how to use an automated external defibrillator (AED).
- (10) 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) formulate strategies for avoiding violence, gangs, weapons, and human trafficking; and
 - (B) assess the dynamics of gang behaviors.
- (11) 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; and
 - (B) identify appropriate responses to situations in which digital and online safety are at risk, including identity protection and recognition of predators.
- (12) 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) research and analyze how exposure to family violence can influence cyclical behavioral patterns;

- (B) create a personal action plan, including identifying areas of support, for use when encountering bullying, cyberbullying, or harassment; and
 - (C) describe the ramifications of bullying behavior.
- (13) 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) examine examples of drug labels to determine the drug category and intended use;
 - (B) identify and describe the importance of the safe storage and proper disposal of prescription and over-the-counter drugs; and
 - (C) develop strategies for preventing the misuse of prescription and over-the-counter drugs, including recognizing the negative effects of combining drugs.
- (14) 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 describe the interrelatedness of alcohol and other drugs to health problems.
- (15) 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) investigate and identify treatment options for substance abuse and addiction and misuse, including prescription drugs; and
 - (B) explain how to report suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult.
- (16) 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) compare and contrast physical and social influences on alcohol, tobacco, and other drug use behaviors;
 - (B) design materials for health advocacy such as promoting a substance-free life; and
 - (C) discuss ways to participate in school-related efforts to address health-risk behaviors.
- (17) Alcohol, tobacco, and other drugs--prevention. The student analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognizes the benefits of delayed use. The student is expected to:
 - (A) analyze the relationship between the use of refusal skills and the avoidance of alcohol, tobacco, and other drugs; and
 - (B) analyze the role that alcohol and other drugs play in unsafe situations, including sexual abuse and assault.

- (18) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:
- (A) analyze how friendships provide a foundation for healthy dating/romantic relationships;
 - (B) identify character traits that promote healthy dating/romantic relationships and marriage; and
 - (C) describe how a healthy marriage can provide a supportive environment for the nurturing and development of children.
- (19) 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) describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence;
 - (B) analyze the characteristics of harmful relationships that can lead to dating violence;
 - (C) analyze healthy strategies for preventing physical, sexual, and emotional abuse;
 - (D) analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships;
 - (E) explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships;
 - (F) examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries;
 - (G) examine and discuss 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; and
 - (H) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others.
- (20) 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 analyze the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur.
- (21) 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) research and analyze the educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society, including considering the effects on one's personal life goals;

- (B) describe various modes of transmission of STDs/STIs;
- (C) investigate and summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources;
- (D) describe signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and identify that not all STDs/STIs show symptoms;
- (E) analyze the importance of STD/STI screening, testing, and early treatment for sexually active people, including during yearly physicals or if there is a concern;
- (F) analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression;
- (G) analyze the importance and benefits of abstinence from sexual activity as it relates to emotional health and the prevention of pregnancy and STDs/STIs; (
- H) identify 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;
- (I) 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; and
- (J) explain the legal responsibilities related to teen pregnancy, including child support and acknowledgement of paternity.

§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.

§117.302. Art, Level I (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 ideas from direct observation, original sources, experiences, and imagination for original artwork;
 - (B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - (C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork; and
 - (D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.
- (2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
 - (A) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - (B) communicate a variety of applications for design solutions;
 - (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) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.
- (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

- (A) compare and contrast historical and contemporary styles while identifying general themes and trends;
 - (B) describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;
 - (C) collaborate on community-based art projects; and
 - (D) compare and contrast career and avocational opportunities in art.
- (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
- (A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - (B) evaluate and analyze artwork using a verbal or written 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) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning; and
 - (D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

§117.310. Music, Level I (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) experience and explore exemplary musical examples using technology and available live performances;
 - (B) identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees;
 - (C) define concepts of music notation, intervals, and chord structure using appropriate terminology;
 - (D) define concepts of rhythm and meter using appropriate terminology and counting system;
 - (E) explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance; and
 - (F) apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.
- (2) Foundations: music literacy. The student reads and writes music notation using an appropriate notation system. The student is expected to:
 - (A) read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; and
 - (B) interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an appropriate level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive and psychomotor skills. The student is expected to:
 - (A) demonstrate mature, characteristic sound appropriate for the genre;
 - (B) demonstrate psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques;
 - (C) demonstrate rhythmic accuracy using appropriate tempo;
 - (D) demonstrate observance of key signature and modalities;
 - (E) demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and
 - (F) create and notate or record original musical phrases.

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

§117.315. Theatre, Level I, 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) understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall;
 - (B) develop and practice theatre preparation and warm-up techniques;
 - (C) develop and practice stage movement techniques such as mime, pantomime, stage combat, Laban, Lecoq, or Viewpoints consistently to express thoughts, feelings, and actions non-verbally;
 - (D) develop and practice effective voice and diction to express thoughts and feelings;
 - (E) analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays;
 - (F) demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions;
 - (G) analyze and describe the interdependence of all theatrical elements;
 - (H) define the roles of and appreciate the collaborative relationships between all artistic partners such as playwrights, composers, directors, actors, designers, technicians, and audience;
 - (I) identify and practice memorization skills;
 - (J) identify the principles of improvisation; and
 - (K) identify and recognize the importance of safe theatre practices.
- (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 creativity as it relates to personal expression;
 - (C) employ effective voice and diction to express thoughts and feelings;
 - (D) use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques;
 - (E) employ physical techniques consistently to express thoughts, feelings, and actions nonverbally; and
 - (F) create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
 - (A) develop and practice technical theatre skills;

- (B) apply technical knowledge and skills safely to create or operate theatrical elements such as scenery, properties, lighting, sound, costumes, makeup, current technology, or publicity;
 - (C) perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others in a production role to tell a story through live theatre or media performance; and
 - (D) demonstrate responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
- (A) portray theatre as a reflection of life in particular times, places, and cultures;
 - (B) relate historical and cultural influences on theatre;
 - (C) identify the impact of live theatre, film, television, and electronic media on contemporary society;
 - (D) appreciate the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature;
 - (E) appreciate the multicultural heritage of United States drama and theatre 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) analyze and apply appropriate behavior at various types of live performances;
 - (B) recognize theatre as an art form and evaluate self as a creative being;
 - (C) offer and receive constructive criticism of peer performances;
 - (D) evaluate live theatre in written and oral form with precise and specific observations using appropriate evaluative theatre vocabulary such as intent, structure, effectiveness, and value;
 - (E) evaluate film, television, or other media in written or oral form with precise and specific observations using appropriate evaluative theatre vocabulary such as intent, structure, effectiveness, and value;
 - (F) explore career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;
 - (G) use technology such as electronic portfolios, research projects, and journals to document and present information in a clear and coherent manner; and
 - (H) connect theatre skills and experiences to higher education and careers outside of the theatre.