



**Texas Essential Knowledge and Skills (TEKS)
GRADES 6-8**

Created for the Dancing Thru Life Ballroom Program (October 2021)

Table of Contents

Grade 6:

Dance.....	3
Music.....	4
Physical Education.....	5
Health Education.....	6
English Language Arts and Reading.....	7
Mathematics.....	9
Social Studies.....	10

Grade 7:

Dance.....	11
Music.....	13
Physical Education.....	13
Health Education.....	16
English Language Arts and Reading.....	18
Mathematics.....	19
Social Studies.....	20

Grade 8:

Dance.....	21
Music:	22
Physical Education.....	23
Health Education.....	26
English Language Arts and Reading.....	28
Mathematics.....	30
Social Studies.....	30

§117.205. Dance, Middle School 1 (Grade 6), Adopted 2013.

(c) Knowledge and skills.

(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:

- (A) demonstrate basic kinesthetic and spatial awareness individually and in groups;
- (B) recognize the concepts of wellness for healthy lifestyles;
- (C) define body science applications through dance genres, styles, and vocabulary; and
- (D) identify dance movement elements through space, energy, and time.

(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:

- (A) recognize basic principles of proper body alignment;
- (B) define knowledge of dance composition elements, improvisation skills, and choreographic processes;
- (C) identify movement studies using rhythmical skills and spatial directions; and
- (D) recognize expressions of ideas or emotions individually and in groups.

(3) Creative expression: performance. The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing. The student is expected to:

- (A) identify various dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms;
- (B) perform in groups with the intent to communicate to an audience;
- (C) define the use of dance elements in practice and performance incorporating technology; and
- (D) identify an effective warm-up and cool-down using elements of proper conditioning for performing skills.

(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:

(A) define the cultural significance as communicated through dance movement, identifying historical figures and their contributions to dance history;

(B) identify movement characteristics of historical and cultural dance forms and the contributions of their artists;

(C) identify a dance representative of one's heritage or environment; and

(D) understand dances in various media and other content areas.

(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:

(A) define the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances;

(B) identify relationships between dance and other content subjects;

(C) define the content and choreographic structures used by various American choreographers; and

(D) define artistic decisions of personal dance works.

Source: The provisions of this §117.205 adopted to be effective July 28, 2013, 38 TexReg 4575.

§117.209. Music, Middle School 1 (Grade 6), Adopted 2013.

(c) Knowledge and skills.

(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:

(D) identify and apply criteria for evaluating personal performances; and

(E) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

Source: The provisions of this §117.208 adopted to be effective July 28, 2013, 38 TexReg 4575.

§116.22. Physical Education, Grade 6.

(b) Knowledge and skills.

(1) Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:

(A) perform locomotor skills in dynamic fitness, sport, and rhythmic activities;

(C) perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences; and

(D) move in time to complex rhythmical patterns such as 3/4 time or 6/8 time.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) know that appropriate practice in static and dynamic setting, attention, and effort are required when learning movement skills;

(B) make appropriate changes in performance based on feedback to improve skills; and

(C) practice in ways that are appropriate for learning skills such as whole/part/whole, shorter practice distributed over time is better than one long session, or practicing is best in game-like conditions.

(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

(A) identify opportunities in the school and community for regular participation in physical activity; and

(B) participate in moderate to vigorous health-related physical activities on a regular basis.

(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:

(A) describe selected long-term benefits of regular physical activity;

(B) classify activities as being aerobic or anaerobic;

(C) describe the effects of aerobic exercise on the heart and overall health; and

(E) identify each health-related fitness component and describe how participating in cardiovascular endurance, muscular strength and endurance, and flexibility actions impact personal fitness.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations;

(B) handle conflicts that arise with others without confrontation;

(C) identify and follow rules while playing sports and games;

(D) accept decisions made by game officials such as student, teachers, and officials outside the school;

(E) accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice; and

(F) modify games/activities to improve the game/activity.

Source: The provisions of this §116.22 adopted to be effective September 1, 1998, 22 TexReg 7759.

§115.22. Health Education, Grade 6

(b) Knowledge and skills.

(1) Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:

(B) explain the importance of a personal dietary and exercise plan;

(F) describe the mental, physical, and social benefits of regular exercise and fitness; and

(H) demonstrate strategies for managing stress.

(12) Personal/interpersonal skills. The student describes healthy and respectful ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

- (A) demonstrate ways to communicate empathy to others and have consideration for others;
- (B) assess healthy ways of responding to disrespectful behaviors such as mediation;
- (C) practice methods for self-control;
- (F) describe ways to control anger and emotions when responding to others;
- (G) demonstrate strategies for showing respect for individual differences such as race, physical appearance, and socio-economic status;
- (H) define stress and its effects on individual health and relationships; and
- (I) identify stressors and their impact on the health of the individual and family.

(13) Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to:

- (A) seek the input of parents and other trusted adults in problem solving and goal setting; and
- (C) explain the impact of peer pressure on decision making.

Source: The provisions of this §115.22 adopted to be effective September 1, 1998, 22 TexReg 7740; amended to be effective August 26, 2013, 38 TexReg 3413; amended to be effective August 28, 2017, 42 TexReg 3371.

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

(b) 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, ask clarifying questions, and respond appropriately;
- (B) follow and give oral instructions that include multiple action steps;
- (C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural

gestures, and conventions of language to communicate ideas effectively;
and

(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.

(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 text;

(B) generate questions about text before, during, and after reading to deepen understanding and gain information;

(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;

(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.

(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.

Source: The provisions of this §110.22 adopted to be effective September 25, 2017, 42 TexReg 4999.

§111.26. Mathematics, Grade 6, Adopted 2012.

(b) 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; and
- (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.

§113.18. Social Studies, Grade 6, Beginning with School Year 2011-2012.

(b) Knowledge and skills.

(18) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:

(A) explain the relationships that exist between societies and their architecture, art, music, and literature;

(B) relate ways in which contemporary expressions of culture have been influenced by the past;

(C) describe ways in which contemporary issues influence creative expressions; and

(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.

(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 electronic technology. The student is expected to:

(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue or current topic;

(E) identify the elements of frame of reference that influenced participants in an event; and

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

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

(B) incorporate main and supporting ideas in verbal and written communication based on research;

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research;

(E) use standard grammar, spelling, sentence structure, and punctuation;
and

(F) use proper citations to avoid plagiarism.

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

(A) use a problem-solving process 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; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Source: The provisions of this §113.18 adopted to be effective August 23, 2010, 35 TexReg 7232.

§117.206. Dance, Middle School 2 (Grade 7), Adopted 2013.

(b) Knowledge and skills.

(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:

(A) demonstrate basic kinesthetic and spatial awareness individually and in groups;

(B) identify the concepts of wellness for healthy lifestyles;

(C) demonstrate body science applications through dance genres, styles, and vocabulary; and

(D) explore and demonstrate dance movement elements through space, energy, and time.

(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:

- (A) identify basic principles of proper body alignment;
- (B) explore and describe knowledge of dance composition elements, improvisation skills, and choreographic processes;
- (C) distinguish between movement studies using rhythmical skills and spatial directions; and
- (D) explore and demonstrate expressions of ideas or emotions individually and in groups.

(3) Creative expression: performance. The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing. The student is expected to:

- (A) explore and demonstrate various dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms;
- (B) perform individually and in groups with the intent to communicate and project to an audience;
- (C) demonstrate the use of dance elements in practice and performance incorporating technology; and
- (D) demonstrate an effective warm-up and cool-down using elements of proper conditioning for performing skills.

(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:

- (A) recognize the cultural significance as communicated through dance movement, identifying historical figures and their contributions to dance history;
- (B) interpret movement characteristics of historical and cultural dance forms and the contributions of their artists;
- (C) recognize a dance representative of one's heritage or environment; and
- (D) evaluate dance in various media and other content areas.

(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:

- (A) demonstrate the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances;
- (B) interpret relationships between dance and other content subjects;
- (C) demonstrate the content and choreographic structures used by various American choreographers; and
- (D) interpret and evaluate artistic decisions of personal dance works.

Source: The provisions of this §117.206 adopted to be effective July 28, 2013, 38 TexReg 4575.

§117.209. Music, Middle School 2 (Grade 7), Adopted 2013.

(c) Knowledge and skills.

(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:

- (D) identify and apply criteria for evaluating personal performances; and
- (F) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

Source: The provisions of this §117.209 adopted to be effective July 28, 2013, 38 TexReg 4575

§116.23. Physical Education, Grade 7.

(b) Knowledge and skills.

(1) Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:

- (A) coordinate movements with teammates to achieve team goals;
- (D) perform selected folk, country, square, line, creative, and/or aerobic dances; and
- (E) design and perform sequences of dance steps/movements in practiced sequences with intentional changes in speed, direction, and flow.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

- (C) describe the importance of goal setting in improving skill;
- (D) detect and correct errors in personal or partner's skill performance;
- (E) make appropriate changes in performance based on feedback; and
- (F) identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support.

(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

- (A) participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities;
- (B) identify favorite lifelong physical activities;
- (C) participate in moderate to vigorous health-related physical activities on a regular basis;
- (D) evaluate personal fitness goals and make appropriate changes for improvement; and
- (E) select and use appropriate technology tools to evaluate, monitor, and improve physical development.

(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:

- (A) list long term physiological and psychological benefits that may result from regular participation in physical activity;
- (B) assess physiological effects of exercise during and after physical activity;
- (C) match personal physical activities to health-related fitness components;
- (D) analyze the strength and weaknesses of selected physical activities;

(F) identify and apply basic weight training principles and safety practices such as appropriate goals, appropriate weight and repetitions, body alignment, principle of frequency, intensity, and time, and importance of balance in muscle pairs;

(G) describe and predict the effects of fitness-related stress management techniques on the body; and

(H) explain the effects of eating and exercise patterns on weight control, self-concept and physical performance.

(5) Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:

(C) include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment; and

(D) analyze exercises for their effects on the body such as beneficial/potentially dangerous.

6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) solve problems in physical activities by analyzing causes and potential solutions;

(B) work cooperatively in a group to achieve group goals in competitive as well as cooperative settings;

(C) accept decisions made by game officials such as student, teachers, and officials outside the school;

(D) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and joins teams; and

(E) recognize the role of games, sport, and dance in getting to know and understand others.

§115.23. Health Education, Grades 7-8.

(b) Knowledge and skills.

(1) Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:

(A) analyze the interrelationships of physical, mental, and social health.

(6) Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:

(A) analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries.

(7) Influencing factors. The student understands how physical and social environmental factors can influence individual and community health throughout the life span. The student is expected to:

(A) relate physical and social environmental factors to individual and community health such as climate and gangs.

(8) Influencing factors. The student investigates positive and negative relationships that influence individual, family, and community health. The student is expected to:

(A) analyze positive and negative relationships that influence individual and community health such as families, peers, and role models; and

(B) develop strategies for monitoring positive and negative relationships that influence health.

(11) Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to:

(A) differentiate between positive and negative peer pressure;

(B) describe the application of effective coping skills;

(C) distinguish between effective and ineffective listening such as paying attention to the speaker versus not making eye-contact;

(D) summarize and relate conflict resolution/mediation skills to personal situations; and

(E) appraise the importance of social groups.

(12) Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

(A) describe techniques for responding to criticism;

(B) demonstrate strategies for coping with problems and stress;

(C) describe strategies to show respect for individual differences including age differences;

(D) describe methods of communicating emotions;

(E) describe the effect of stress on personal and family health; and

(F) describe the relationships between emotions and stress.

(13) Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to:

(A) interpret critical issues related to solving health problems;

(B) relate practices and steps necessary for making health decisions;

(C) appraise the risks and benefits of decision-making about personal health;

(D) predict the consequences of refusal skills in various situations;

(E) examine the effects of peer pressure on decision making;

(F) develop strategies for setting long-term personal and vocational goals; and

(G) demonstrate time-management skills.

(14) Bullying prevention. The student analyzes bullying information and applies strategies for enhancing and maintaining healthy personal relationships throughout the life span. The student is expected to:

- (C) demonstrate empathy toward others;
- (D) analyze ways to show disapproval of inconsiderate and disrespectful bullying behavior; and
- (E) recognize the responsibility to report bullying behavior.

Source: The provisions of this §115.23 adopted to be effective September 1, 1998, 22 TexReg 7740; amended to be effective August 26, 2013, 38 TexReg 3413; amended to be effective August 28, 2017, 42 TexReg 3371.

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

(b) 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; and
- (D) engage in meaningful discourse and provide and accept constructive feedback from others.

(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;
- (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.

(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; and

(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

Source: The provisions of this §110.23 adopted to be effective September 25, 2017, 42 TexReg 4999.

§111.27. Mathematics, Grade 7, Adopted 2012.

(b) 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; and

(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.

Source: The provisions of this §111.27 adopted to be effective September 10, 2012, 37 TexReg 7109.

§113.19. Social Studies, Grade 7, Beginning with School Year 2011-2012.

(b) Knowledge and skills.

(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 electronic technology. The student is expected to:

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

(D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;

(E) support a point of view on a social studies issue or event;

(F) identify bias in written, oral, and visual material;

(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and

(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

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

(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;

(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D) 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, in a variety of settings. The student is expected to:

(A) use a problem-solving process 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; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Source: The provisions of this §113.19 adopted to be effective August 23, 2010, 35 TexReg 7232.

§117.207. Dance, Middle School 3 (Grade 8), Adopted 2013.

(b) Knowledge and skills.

(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:

(A) demonstrate basic kinesthetic and spatial awareness individually and in groups;

(B) distinguish between concepts of wellness for healthy lifestyles;

(C) implement body science applications through dance genres, styles, and vocabulary; and

(D) develop dance movement elements through space, energy, and time.

(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:

(A) apply basic principles of proper body alignment;

(B) demonstrate knowledge of dance composition elements, improvisation skills, and choreographic processes;

(C) create movement studies using rhythmical skills and spatial directions; and

(D) design and demonstrate expressions of ideas or emotions individually and in groups.

(3) Creative expression: performance. The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing. The student is expected to:

(A) apply various dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms;

(B) perform individually and in groups with the intent to express emotions, communicate, and project to an audience;

(C) evaluate the use of dance elements in practice and performance incorporating technology and elements of dance production; and

(D) practice an effective warm-up and cool-down using elements of proper conditioning for performing skills.

(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:

(A) compare and contrast the cultural significance as communicated through dance movement, identifying historical figures and their contributions to dance history;

(B) evaluate movement characteristics of historical and cultural dance forms and the contributions of their artists;

- (C) perform a dance representing one's heritage or environment; and
- (D) create dances in various media and other content areas.

(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:

- (A) design and apply criteria for evaluating the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances;
- (B) create relationships between dance and other content subjects;
- (C) compare and contrast the content and choreographic structures used by various American choreographers; and
- (D) interpret, evaluate, and justify artistic decisions of personal dance works.

Source: The provisions of this §117.208 adopted to be effective July 28, 2013, 38 TexReg 4575.

§117.210. Music, Middle School 3 (Grade 8), Adopted 2013.

(c) Knowledge and skills.

(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:

- (D) apply criteria for listening to and evaluating personal performances; and
- (F) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

Source: The provisions of this §117.210 adopted to be effective July 28, 2013, 38 TexReg 4575.

§116.24. Physical Education, Grade 8.

(b) Knowledge and skills.

(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

- (A) coordinate movements with team mates to achieve team goals;

(D) perform selected folk, country, square, line, creative, and/or aerobic dances; and

(E) design and perform sequences of dance steps/movements into practiced sequences with intentional changes in speed, direction, and flow.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(C) describe the importance of goal setting in improving skill;

(D) detect and correct errors in his/her or partner's skill performance;

(E) make appropriate changes in performance based on feedback; and

(F) identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support to increase stability.

(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

(A) describe and select physical activities that provide for enjoyment and challenge;

(B) identify opportunities in the school and community for regular participation in physical activity;

(C) participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities;

(D) identify favorite lifelong physical activities;

(E) participate in moderate to vigorous physical activity for a sustained period of time on a regular basis;

(F) maintain healthy levels of flexibility;

(G) develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs;

(H) evaluate personal fitness goals and make appropriate changes for improvement; and

(l) select and use appropriate technology tools to evaluate, monitor, and improve physical development.

(4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:

(A) list long term physiological and psychological benefits that may result from regular participation in physical activity;

(B) select aerobic exercises and describe the effects on the heart and overall health;

(C) assess physiological effects of exercise during and after physical activity;

(E) identify and apply basic weight training principles and safety practices such as appropriate goals, appropriate weight and repetitions, body alignment, principle of frequency, intensity and time, and importance of balance in muscle pairs;

(F) describe and predict the effects of stress management techniques on the body; and

(G) explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance.

(5) Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:

(C) include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment; and

(D) analyze exercises for their effects on the body such as beneficial/potentially dangerous.

(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) distinguish between compliance and noncompliance rules and regulations and apply agreed upon consequences when officiating; and

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

- (A) solve problems in physical activities by analyzing causes and potential solutions;
- (B) work cooperatively in a group to achieve group goals in competitive as well as cooperative settings;
- (C) identify and follow rules while playing sports and games;
- (D) accept decisions made by game officials including student, teachers, and officials outside the school; and
- (E) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and join teams.

Source: The provisions of this §116.24 adopted to be effective September 1, 1998, 22 TexReg 7759.

§115.23. Health Education, Grades 7-8.

(b) Knowledge and skills.

(1) Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:

- (A) analyze the interrelationships of physical, mental, and social health.

(6) Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:

- (A) analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries.

(7) Influencing factors. The student understands how physical and social environmental factors can influence individual and community health throughout the life span. The student is expected to:

- (A) relate physical and social environmental factors to individual and community health such as climate and gangs.

(8) Influencing factors. The student investigates positive and negative relationships that influence individual, family, and community health. The student is expected to:

(A) analyze positive and negative relationships that influence individual and community health such as families, peers, and role models; and

(B) develop strategies for monitoring positive and negative relationships that influence health.

(11) Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to:

(A) differentiate between positive and negative peer pressure;

(B) describe the application of effective coping skills;

(C) distinguish between effective and ineffective listening such as paying attention to the speaker versus not making eye-contact;

(D) summarize and relate conflict resolution/mediation skills to personal situations; and

(E) appraise the importance of social groups.

(12) Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

(A) describe techniques for responding to criticism;

(B) demonstrate strategies for coping with problems and stress;

(C) describe strategies to show respect for individual differences including age differences;

(D) describe methods of communicating emotions;

(E) describe the effect of stress on personal and family health; and

(F) describe the relationships between emotions and stress.

(13) Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to:

(A) interpret critical issues related to solving health problems;

(B) relate practices and steps necessary for making health decisions;

- (C) appraise the risks and benefits of decision-making about personal health;
- (D) predict the consequences of refusal skills in various situations;
- (E) examine the effects of peer pressure on decision making;
- (F) develop strategies for setting long-term personal and vocational goals; and
- (G) demonstrate time-management skills.

(14) Bullying prevention. The student analyzes bullying information and applies strategies for enhancing and maintaining healthy personal relationships throughout the life span. The student is expected to:

- (C) demonstrate empathy toward others;
- (D) analyze ways to show disapproval of inconsiderate and disrespectful bullying behavior; and
- (E) recognize the responsibility to report bullying behavior.

Source: The provisions of this §115.23 adopted to be effective September 1, 1998, 22 TexReg 7740; amended to be effective August 26, 2013, 38 TexReg 3413; amended to be effective August 28, 2017, 42 TexReg 3371.

§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.

(b) 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 by summarizing, asking questions, and making comments;
- (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and
- (C) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.

(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, 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.

(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;

(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.

Source: The provisions of this §110.24 adopted to be effective September 25, 2017, 42 TexReg 4999.

§111.28. Mathematics, Grade 8, Adopted 2012.

(b) 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; and

(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.

Source: The provisions of this §111.28 adopted to be effective September 10, 2012, 37 TexReg 7109.

§113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012.

(b) Knowledge and skills.

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

(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;

(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D) create written, oral, and visual presentations of social studies information.

(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process 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; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Source: The provisions of this §113.20 adopted to be effective August 23, 2010, 35 TexReg 7232.