

| Texas Essential Knowledge and Skills (TEKS) Breakouts | |
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| Subject | Chapter 113. Texas Essential Knowledge and Skills for Social Studies |
| Subchapter | Subchapter B. Middle School |
| Course | §113.18. Social Studies, Grade 6, Beginning with School Year 2011-2012. |
| (a) Introduction. | |
| <p>(1) In Grade 6, students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view.</p> | |
| <p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, art galleries, and historical sites.</p> | |
| <p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> | |
| <p>(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.</p> | |
| <p>(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).</p> | |

(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

(b) Knowledge and Skills.

| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (1) History. The student understands that historical events influence contemporary events. The student is expected to: | (A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade | (i) trace characteristics of various contemporary societies in regions that resulted from historical events or factors |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (1) History. The student understands that historical events influence contemporary events. The student is expected to: | (B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions | (i) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions |
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| (2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to: | (A) identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution | (i) identify the influence of individual or group achievements on various historical or contemporary societies |
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| (2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to: | (A) identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution | (ii) describe the influence of individual or group achievements on various historical or contemporary societies |

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| <p>(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:</p> | <p>(B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present</p> | <p>(i) evaluate the social contributions of individuals from various societies, past and present</p> |
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| <p>(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:</p> | <p>(B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present</p> | <p>(ii) evaluate the political contributions of individuals from various societies, past and present</p> |
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| <p>(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:</p> | <p>(B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present</p> | <p>(iii) evaluate the economic contributions of individuals from various societies, past and present</p> |
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| <p>(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:</p> | <p>(B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present</p> | <p>(iv) evaluate the cultural contributions of individuals from various societies, past and present</p> |
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| <p>(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:</p> | <p>(B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present</p> | <p>(v) evaluate the social contributions of groups from various societies, past and present</p> |
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| (2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to: | (B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present | (vii) evaluate the economic contributions of groups from various societies, past and present |
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| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? | (i) pose geographic questions, including Where is it located? |
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| <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> | <p>(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?</p> | <p>(ii) pose geographic questions, including Why is it there?</p> |
| <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> | <p>(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?</p> | <p>(iii) pose geographic questions, including What is significant about its location?</p> |

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| <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> | <p>(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?</p> | <p>(v) pose geographic questions, including How is its location related to the location of other places?</p> |
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| <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> | <p>(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?</p> | <p>(vi) pose geographic questions, including How is its location related to the location of other environments?</p> |
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| <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> | <p>(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?</p> | <p>(vii) answer geographic questions, including Where is it located?</p> |
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| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? | (viii) answer geographic questions, including Why is it there? |
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| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? | (ix) answer geographic questions, including What is significant about its location? |
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| <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> | <p>(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?</p> | <p>(x) answer geographic questions, including How is its location related to the location of other people?</p> |
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| <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> | <p>(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?</p> | <p>(xi) answer geographic questions, including How is its location related to the location of other places?</p> |
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| <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> | <p>(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases</p> | <p>(i) pose questions about geographic distributions for various world regions shown on maps</p> |
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| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases | (ii) pose questions about geographic distributions for various world regions shown on graphs |
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| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases | (iv) pose questions about geographic distributions for various world regions shown on models |

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| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases | (vii) pose questions about geographic patterns for various world regions shown on graphs |
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| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases | (xvii) pose questions about geographic patterns for various countries shown on graphs |
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| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases | (xxii) answer questions about geographic distributions for various world regions shown on graphs |
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| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases | (xxiii) answer questions about geographic distributions for various world regions shown on charts |
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| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases | (xxiv) answer questions about geographic distributions for various world regions shown on models |

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| <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> | <p>(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases</p> | <p>(xxv) answer questions about geographic distributions for various world regions shown on databases</p> |
| <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> | <p>(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases</p> | <p>(xxvi) answer questions about geographic patterns for various world regions shown on maps</p> |
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| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases | (xxvii) answer questions about geographic patterns for various world regions shown on graphs |
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| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases | (xxviii) answer questions about geographic patterns for various world regions shown on charts |
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| <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> | <p>(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases</p> | <p>(xxx) answer questions about geographic patterns for various world regions shown on databases</p> |
| <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> | <p>(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases</p> | <p>(xxxi) answer questions about geographic distributions for various countries shown on maps</p> |
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| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases | (xxxii) answer questions about geographic distributions for various countries shown on graphs |
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| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases | (xxxiii) answer questions about geographic distributions for various countries shown on charts |
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| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases | (xxxiv) answer questions about geographic distributions for various countries shown on models |

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| <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> | <p>(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases</p> | <p>(xxxv) answer questions about geographic distributions for various countries shown on databases</p> |
| <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> | <p>(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases</p> | <p>(xxxvi) answer questions about geographic patterns for various countries shown on maps</p> |
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| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases | (xxxvii) answer questions about geographic patterns for various countries shown on graphs |
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| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases | (xxxviii) answer questions about geographic patterns for various countries shown on charts |
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| <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> | <p>(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases</p> | <p>(xl) answer questions about geographic patterns for various countries shown on databases</p> |
| <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> | <p>(C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models</p> | <p>(i) compare various world regions and countries using data from geographic tools, including maps</p> |
| <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> | <p>(C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models</p> | <p>(ii) compare various world regions and countries using data from geographic tools, including graphs</p> |

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| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models | (iii) compare various world regions and countries using data from geographic tools, including charts |
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| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models | (iv) compare various world regions and countries using data from geographic tools, including databases |
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| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models | (v) compare various world regions and countries using data from geographic tools, including models |
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| <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> | <p>(D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries</p> | <p>(i) create thematic maps depicting aspects of various world regions</p> |
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| <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> | <p>(D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries</p> | <p>(ii) create graphs depicting aspects of various world regions</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries | (iii) create charts depicting aspects of various world regions |
| | | |
| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries | (iv) create models depicting aspects of various world regions |
| | | |
| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries | (v) create databases depicting aspects of various world regions |

| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> | <p>(D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries</p> | <p>(vi) create thematic maps depicting aspects of various countries</p> |
| <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> | <p>(D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries</p> | <p>(vii) create graphs depicting aspects of various countries</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|---|---|
| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries | (viii) create charts depicting aspects of various countries |
| | | |
| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries | (ix) create models depicting aspects of various countries |
| | | |
| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | (D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries | (x) create databases depicting aspects of various countries |

| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> | <p>(A) locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location</p> | <p>(i) locate various contemporary societies on maps using latitude and longitude to determine absolute location</p> |
| | | |
| <p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> | <p>(A) locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location</p> | <p>(ii) locate various contemporary societies on globes using latitude and longitude to determine absolute location</p> |
| | | |
| <p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> | <p>(B) identify and explain the geographic factors responsible for patterns of population in places and regions</p> | <p>(i) identify the geographic factors responsible for patterns of population in places</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> | <p>(B) identify and explain the geographic factors responsible for patterns of population in places and regions</p> | <p>(ii) identify the geographic factors responsible for patterns of population in regions</p> |
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| | | |
| <p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> | <p>(B) identify and explain the geographic factors responsible for patterns of population in places and regions</p> | <p>(iii) explain the geographic factors responsible for patterns of population in places</p> |
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| <p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> | <p>(B) identify and explain the geographic factors responsible for patterns of population in places and regions</p> | <p>(iv) explain the geographic factors responsible for patterns of population in regions</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> | <p>(C) explain ways in which human migration influences the character of places and regions</p> | <p>(i) explain ways in which human migration influences the character of places</p> |
| | | |
| <p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> | <p>(C) explain ways in which human migration influences the character of places and regions</p> | <p>(ii) explain ways in which human migration influences the character of regions</p> |
| | | |
| <p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> | <p>(D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions</p> | <p>(i) identify major physical geographic features of various places</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> | <p>(D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions</p> | <p>(ii) identify major physical geographic features of various regions</p> |
| | | |
| | | |
| <p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> | <p>(D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions</p> | <p>(iii) identify major human geographic features of various places</p> |
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| | | |
| <p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> | <p>(D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions</p> | <p>(iv) identify major human geographic features of various regions</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|--|--|
| <p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> | <p>(D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions</p> | <p>(v) locate major physical geographic features of various places</p> |
| | | |
| <p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> | <p>(D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions</p> | <p>(vi) locate major physical geographic features of various regions</p> |
| | | |
| <p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> | <p>(D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions</p> | <p>(vii) locate major human geographic features of various places</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|--|---|
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| <p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> | <p>(D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions</p> | <p>(viii) locate major human geographic features of various regions</p> |
| | | |
| <p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> | <p>(E) draw sketch maps that illustrate various places and regions</p> | <p>(i) draw sketch maps that illustrate various places</p> |
| | | |
| <p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> | <p>(E) draw sketch maps that illustrate various places and regions</p> | <p>(ii) draw sketch maps that illustrate various regions</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|--|--|
| <p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> | <p>(F) identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia</p> | <p>(i) identify the location of major world countries</p> |
| | | |
| <p>(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:</p> | <p>(A) identify and explain the geographic factors responsible for the location of economic activities in places and regions</p> | <p>(i) identify the geographic factors responsible for the location of economic activities in places</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| (5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to: | (A) identify and explain the geographic factors responsible for the location of economic activities in places and regions | (ii) identify the geographic factors responsible for the location of economic activities in regions |
| | | |
| (5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to: | (A) identify and explain the geographic factors responsible for the location of economic activities in places and regions | (iii) explain the geographic factors responsible for the location of economic activities in places |
| | | |
| (5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to: | (A) identify and explain the geographic factors responsible for the location of economic activities in places and regions | (iv) explain the geographic factors responsible for the location of economic activities in regions |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|---|---|
| <p>(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:</p> | <p>(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory</p> | <p>(i) identify geographic factors that influence a society's ability to control territory</p> |
| | | |
| <p>(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:</p> | <p>(C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies</p> | <p>(i) explain the impact of geographic factors on economic development</p> |
| | | |
| <p>(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:</p> | <p>(C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies</p> | <p>(ii) explain the impact of geographic factors on the domestic policies of societies</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|--|---|
| (5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to: | (C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies | (iii) explain the impact of geographic factors on the foreign policies of societies |
| | | |
| (6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to: | (A) describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface | (i) describe the effects of physical environmental processes on Earth's surface |
| | | |
| (6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to: | (A) describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface | (ii) explain the effects of physical environmental processes on Earth's surface |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|--|--|
| (6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to: | (B) identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber | (i) identify the location of renewable natural resources |
| | | |
| (6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to: | (B) identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber | (ii) identify the location of nonrenewable natural resources |
| | | |
| (6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to: | (C) analyze the effects of the interaction of physical processes and the environment on humans | (i) analyze the effects of the interaction of physical processes and the environment on humans |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|--|--|
| <p>(7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</p> | <p>(A) identify and analyze ways people have adapted to the physical environment in various places and regions</p> | <p>(i) identify ways people have adapted to the physical environment in various places</p> |
| | | |
| <p>(7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</p> | <p>(A) identify and analyze ways people have adapted to the physical environment in various places and regions</p> | <p>(ii) identify ways people have adapted to the physical environment in various regions</p> |
| | | |
| <p>(7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</p> | <p>(A) identify and analyze ways people have adapted to the physical environment in various places and regions</p> | <p>(iii) analyze ways people have adapted to the physical environment in various places</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|--|---|
| <p>(7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</p> | <p>(A) identify and analyze ways people have adapted to the physical environment in various places and regions</p> | <p>(iv) analyze ways people have adapted to the physical environment in various regions</p> |
| | | |
| <p>(7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</p> | <p>(B) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure</p> | <p>(i) identify ways people have modified the physical environment</p> |
| | | |
| <p>(7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</p> | <p>(B) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure</p> | <p>(ii) analyze ways people have modified the physical environment</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|--|--|
| <p>(7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</p> | <p>(C) describe ways in which technology influences human interactions with the environment such as humans building dams for flood control</p> | <p>(i) describe ways in which technology influences human interactions with the environment</p> |
| | | |
| <p>(8) Economics. The student understands the factors of production in a society's economy. The student is expected to:</p> | <p>(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies</p> | <p>(i) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies</p> |
| | | |
| <p>(8) Economics. The student understands the factors of production in a society's economy. The student is expected to:</p> | <p>(B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply</p> | <p>(i) identify problems that may arise when one or more of the factors of production is in relatively short supply</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (8) Economics. The student understands the factors of production in a society's economy. The student is expected to: | (B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply | (ii) identify issues that may arise when one or more of the factors of production is in relatively short supply |
| | | |
| (8) Economics. The student understands the factors of production in a society's economy. The student is expected to: | (C) explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies | (i) explain the impact of relative scarcity of resources on international trade |
| | | |
| (8) Economics. The student understands the factors of production in a society's economy. The student is expected to: | (C) explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies | (ii) explain the impact of relative scarcity of resources on economic interdependence among societies |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|---|---|
| (8) Economics. The student understands the factors of production in a society's economy. The student is expected to: | (C) explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies | (iii) explain the impact of relative scarcity of resources on economic interdependence within societies |
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| (9) Economics. The student understands the various ways in which people organize economic systems. The student is expected to: | (A) compare ways in which various societies organize the production and distribution of goods and services | (i) compare ways in which various societies organize the production of goods |
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| | | |
| (9) Economics. The student understands the various ways in which people organize economic systems. The student is expected to: | (A) compare ways in which various societies organize the production and distribution of goods and services | (ii) compare ways in which various societies organize the production of services |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|---|---|
| (9) Economics. The student understands the various ways in which people organize economic systems. The student is expected to: | (A) compare ways in which various societies organize the production and distribution of goods and services | (iii) compare ways in which various societies organize the distribution of goods |
| | | |
| (9) Economics. The student understands the various ways in which people organize economic systems. The student is expected to: | (A) compare ways in which various societies organize the production and distribution of goods and services | (iv) compare ways in which various societies organize the distribution of services |
| | | |
| (9) Economics. The student understands the various ways in which people organize economic systems. The student is expected to: | (B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system | (i) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|---|--|
| (9) Economics. The student understands the various ways in which people organize economic systems. The student is expected to: | (C) understand the importance of morality and ethics in maintaining a functional free enterprise system | (i) understand the importance of morality in maintaining a functional free enterprise system |
| | | |
| (9) Economics. The student understands the various ways in which people organize economic systems. The student is expected to: | (C) understand the importance of morality and ethics in maintaining a functional free enterprise system | (ii) understand the importance of ethics in maintaining a functional free enterprise system |
| | | |
| (9) Economics. The student understands the various ways in which people organize economic systems. The student is expected to: | (D) examine the record of collective, non-free market economic systems in contemporary world societies | (i) examine the record of collective, non-free market economic systems in contemporary world societies |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|--|------------------------------------|
| (10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: | (A) define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries | (i) define agricultural industries |
| | | |
| (10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: | (A) define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries | (ii) define wholesale industries |
| | | |
| (10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: | (A) define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries | (iii) define retail industries |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|--|---|
| (10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: | (A) define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries | (iv) define manufacturing (goods) industries |
| | | |
| (10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: | (A) define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries | (v) define service industries |
| | | |
| (10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: | (A) define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries | (vi) give examples of agricultural industries |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|--|--|
| (10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: | (A) define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries | (vii) give examples of wholesale industries |
| | | |
| (10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: | (A) define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries | (viii) give examples of retail industries |
| | | |
| (10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: | (A) define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries | (ix) give examples of manufacturing (goods) industries |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|---|---|
| (10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: | (A) define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries | (x) give examples of service industries |
| | | |
| (10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: | (B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy | (i) describe levels of economic development of various societies using indicators |
| | | |
| (10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: | (C) identify and describe the effects of government regulation and taxation on economic development and business planning | (i) identify the effects of government regulation on economic development |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|---|--|
| (10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: | (C) identify and describe the effects of government regulation and taxation on economic development and business planning | (ii) identify the effects of taxation on economic development |
| | | |
| (10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: | (C) identify and describe the effects of government regulation and taxation on economic development and business planning | (iii) identify the effects of government regulation on business planning |
| | | |
| (10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: | (C) identify and describe the effects of government regulation and taxation on economic development and business planning | (iv) identify the effects of taxation on business planning |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|---|---|
| (10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: | (C) identify and describe the effects of government regulation and taxation on economic development and business planning | (v) describe the effects of government regulation on economic development |
| | | |
| (10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: | (C) identify and describe the effects of government regulation and taxation on economic development and business planning | (vi) describe the effects of taxation on economic development |
| | | |
| (10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: | (C) identify and describe the effects of government regulation and taxation on economic development and business planning | (vii) describe the effects of government regulation on business planning |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|---|--|
| (10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: | (C) identify and describe the effects of government regulation and taxation on economic development and business planning | (viii) describe the effects of taxation on business planning |
| | | |
| (11) Government. The student understands the concepts of limited and unlimited governments. The student is expected to: | (A) identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited) | (i) identify examples of limited governments |
| | | |
| (11) Government. The student understands the concepts of limited and unlimited governments. The student is expected to: | (A) identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited) | (ii) identify examples of unlimited governments |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|--|
| (11) Government. The student understands the concepts of limited and unlimited governments. The student is expected to: | (A) identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited) | (iii) describe examples of limited governments |
| | | |
| (11) Government. The student understands the concepts of limited and unlimited governments. The student is expected to: | (A) identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited) | (iv) describe examples of unlimited governments |
| | | |
| (11) Government. The student understands the concepts of limited and unlimited governments. The student is expected to: | (B) compare the characteristics of limited and unlimited governments | (i) compare the characteristics of limited and unlimited governments |
| | | |
| (11) Government. The student understands the concepts of limited and unlimited governments. The student is expected to: | (C) identify reasons for limiting the power of government | (i) identify reasons for limiting the power of government |

| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(11) Government. The student understands the concepts of limited and unlimited governments. The student is expected to:</p> | <p>(D) review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan</p> | <p>(i) review the record of human rights abuses of limited or unlimited governments</p> |
| <p>(12) Government. The student understands various ways in which people organize governments. The student is expected to:</p> | <p>(A) identify and give examples of governments with rule by one, few, or many</p> | <p>(i) identify examples of governments with rule by one, few, or many</p> |
| <p>(12) Government. The student understands various ways in which people organize governments. The student is expected to:</p> | <p>(A) identify and give examples of governments with rule by one, few, or many</p> | <p>(ii) give examples of governments with rule by one, few, or many</p> |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| (12) Government. The student understands various ways in which people organize governments. The student is expected to: | (B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function | (i) compare ways in which various societies organize government |
| | | |
| (12) Government. The student understands various ways in which people organize governments. The student is expected to: | (B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function | (ii) compare how they function |
| | | |
| (12) Government. The student understands various ways in which people organize governments. The student is expected to: | (C) identify historical origins of democratic forms of government such as Ancient Greece. | (i) identify historical origins of democratic forms of government |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to: | (A) describe roles and responsibilities of citizens in various contemporary societies, including the United States | (i) describe roles of citizens in various contemporary societies, including the United States |
| | | |
| (13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to: | (A) describe roles and responsibilities of citizens in various contemporary societies, including the United States | (ii) describe responsibilities of citizens in various contemporary societies, including the United States |
| | | |
| (13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to: | (B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies | (i) explain how opportunities for citizens to participate in the political process vary among various contemporary societies |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|---|---|
| (13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to: | (B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies | (ii) explain how opportunities for citizens to influence the political process vary among various contemporary societies |
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| (13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to: | (C) compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and nonrepresentative governments | (i) compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative governments |
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| (13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to: | (C) compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and nonrepresentative governments | (ii) compare the role of citizens in the United States with the role of citizens from various contemporary societies with non- representative governments |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(14) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:</p> | <p>(A) identify and explain the duty of civic participation in societies with representative governments</p> | <p>(i) identify the duty of civic participation in societies with representative governments</p> |
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| | | |
| <p>(14) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:</p> | <p>(A) identify and explain the duty of civic participation in societies with representative governments</p> | <p>(ii) explain the duty of civic participation in societies with representative governments</p> |
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| <p>(14) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:</p> | <p>(B) explain relationships among rights, responsibilities, and duties in societies with representative governments</p> | <p>(i) explain relationships among rights, responsibilities, and duties in societies with representative governments</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: | (A) define culture and the common traits that unify a culture region | (i) define culture |
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| (15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: | (A) define culture and the common traits that unify a culture region | (ii) define the common traits that unify a culture region |
| | | |
| (15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: | (B) identify and describe common traits that define cultures | (i) identify common traits that define cultures |
| | | |
| (15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: | (B) identify and describe common traits that define cultures | (ii) describe common traits that define cultures |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| | | |
| (15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: | (C) define a multicultural society and consider both the positive and negative qualities of multiculturalism | (i) define a multicultural society |
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| | | |
| (15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: | (C) define a multicultural society and consider both the positive and negative qualities of multiculturalism | (ii) consider both the positive and negative qualities of multiculturalism |
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| | | |
| (15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: | (D) analyze the experiences and evaluate the contributions of diverse groups to multicultural societies | (i) analyze the experiences of diverse groups |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: | (D) analyze the experiences and evaluate the contributions of diverse groups to multicultural societies | (ii) evaluate the contributions of diverse groups to multicultural societies |
| | | |
| (15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: | (E) analyze the similarities and differences among various world societies | (i) analyze the similarities among various world societies |
| | | |
| (15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: | (E) analyze the similarities and differences among various world societies | (ii) analyze the differences among various world societies |
| | | |
| (15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: | (F) identify and explain examples of conflict and cooperation between and among cultures | (i) identify examples of conflict between and among cultures |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: | (F) identify and explain examples of conflict and cooperation between and among cultures | (ii) identify examples of cooperation between and among cultures |
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| | | |
| (15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: | (F) identify and explain examples of conflict and cooperation between and among cultures | (iii) explain examples of conflict between and among cultures |
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| | | |
| (15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: | (F) identify and explain examples of conflict and cooperation between and among cultures | (iv) explain examples of cooperation between and among cultures |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (16) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to: | (A) identify institutions basic to all societies, including government, economic, educational, and religious institutions | (i) identify institutions basic to all societies, including government institutions |
| | | |
| (16) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to: | (A) identify institutions basic to all societies, including government, economic, educational, and religious institutions | (ii) identify institutions basic to all societies, including economic institutions |
| | | |
| (16) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to: | (A) identify institutions basic to all societies, including government, economic, educational, and religious institutions | (iii) identify institutions basic to all societies, including educational institutions |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|--|--|
| <p>(16) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:</p> | <p>(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions</p> | <p>(iv) identify institutions basic to all societies, including religious institutions</p> |
| | | |
| <p>(16) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:</p> | <p>(B) compare characteristics of institutions in various contemporary societies</p> | <p>(i) compare characteristics of institutions in various contemporary societies</p> |
| | | |
| <p>(16) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:</p> | <p>(C) analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions</p> | <p>(i) analyze the efforts institutions use to sustain themselves over time</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|--|---|
| <p>(16) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:</p> | <p>(C) analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions</p> | <p>(ii) analyze the activities institutions use to sustain themselves over time</p> |
| | | |
| <p>(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:</p> | <p>(A) identify and describe how culture traits such as trade, travel, and war spread</p> | <p>(i) identify how culture traits spread</p> |
| | | |
| <p>(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:</p> | <p>(A) identify and describe how culture traits such as trade, travel, and war spread</p> | <p>(ii) describe how culture traits spread</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|---|---|
| (17) Culture. The student understands relationships that exist among world cultures. The student is expected to: | (B) identify and describe factors that influence cultural change such as improved communication, transportation, and economic development | (i) identify factors that influence cultural change |
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| | | |
| (17) Culture. The student understands relationships that exist among world cultures. The student is expected to: | (B) identify and describe factors that influence cultural change such as improved communication, transportation, and economic development | (ii) describe factors that influence cultural change |
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| (17) Culture. The student understands relationships that exist among world cultures. The student is expected to: | (C) evaluate the impact of improved communication technology among cultures | (i) evaluate the impact of improved communication technology among cultures |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|---|---|
| (17) Culture. The student understands relationships that exist among world cultures. The student is expected to: | (D) identify and define the impact of cultural diffusion on individuals and world societies | (i) identify the impact of cultural diffusion on individuals |
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| (17) Culture. The student understands relationships that exist among world cultures. The student is expected to: | (D) identify and define the impact of cultural diffusion on individuals and world societies | (ii) identify the impact of cultural diffusion on world societies |
| | | |
| (17) Culture. The student understands relationships that exist among world cultures. The student is expected to: | (D) identify and define the impact of cultural diffusion on individuals and world societies | (iii) define the impact of cultural diffusion on individuals |
| | | |
| (17) Culture. The student understands relationships that exist among world cultures. The student is expected to: | (D) identify and define the impact of cultural diffusion on individuals and world societies | (iv) define the impact of cultural diffusion on world societies |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| | | |
| (17) Culture. The student understands relationships that exist among world cultures. The student is expected to: | (E) identify examples of positive and negative effects of cultural diffusion | (i) identify examples of positive effects of cultural diffusion |
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| | | |
| (17) Culture. The student understands relationships that exist among world cultures. The student is expected to: | (E) identify examples of positive and negative effects of cultural diffusion | (ii) identify examples of negative effects of cultural diffusion |
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| | | |
| (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 | (i) explain the relationships that exist between societies and their architecture |
| | | |
| | | |
| (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 | (ii) explain the relationships that exist between societies and their art |

| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(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:</p> | <p>(A) explain the relationships that exist between societies and their architecture, art, music, and literature</p> | <p>(iii) explain the relationships that exist between societies and their music</p> |
| <p>(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:</p> | <p>(A) explain the relationships that exist between societies and their architecture, art, music, and literature</p> | <p>(iv) explain the relationships that exist between societies and their literature</p> |
| <p>(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:</p> | <p>(B) relate ways in which contemporary expressions of culture have been influenced by the past</p> | <p>(i) relate ways in which contemporary expressions of culture have been influenced by the past</p> |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|--|--|
| (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: | (C) describe ways in which contemporary issues influence creative expressions | (i) describe ways in which contemporary issues influence creative expressions |
| | | |
| (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: | (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 | (i) identify examples of art that [has] transcended the boundaries of societies |
| | | |
| (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: | (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 | (ii) identify examples of music that [has] transcended the boundaries of societies |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|--|--|
| (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: | (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 | (iii) identify examples of literature that [has] transcended the boundaries of societies |
| | | |
| (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: | (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 | (iv) identify examples of art that convey[s] universal themes |
| | | |
| (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: | (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 | (v) identify examples of music that convey[s] universal themes |

| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(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:</p> | <p>(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</p> | <p>(vi) identify examples of literature that convey[s] universal themes</p> |
| <p>(19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:</p> | <p>(A) explain the relationship among religious ideas, philosophical ideas, and cultures</p> | <p>(i) explain the relationship among religious ideas, philosophical ideas, and cultures</p> |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|--|---|
| <p>(19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:</p> | <p>(B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies</p> | <p>(i) explain the significance of religious holidays in various contemporary societies</p> |
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| <p>(19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:</p> | <p>(B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies</p> | <p>(ii) explain the significance of religious observances in various contemporary societies</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to: | (A) give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world | (i) give examples of scientific discoveries, including the roles of scientists, that have transcended the boundaries of societies and have shaped the world |
| | | |
| (20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to: | (A) give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world | (ii) give examples of technological innovations, including the roles of inventors, that have transcended the boundaries of societies and have shaped the world |
| | | |
| (20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to: | (B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology | (i) explain how resources have affected the use of technology |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to: | (B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology | (ii) explain how belief systems have affected the use of technology |
| | | |
| | | |
| (20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to: | (B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology | (iii) explain how economic factors have affected the use of technology |
| | | |
| | | |
| (20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to: | (B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology | (iv) explain how political decisions have affected the use of technology |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:</p> | <p>(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations</p> | <p>(i) make predictions about future social impacts that may result from future scientific discoveries</p> |
| | | |
| <p>(20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:</p> | <p>(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations</p> | <p>(ii) make predictions about future political impacts that may result from future scientific discoveries</p> |
| | | |
| <p>(20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:</p> | <p>(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations</p> | <p>(iii) make predictions about future economic impacts that may result from future scientific discoveries</p> |

| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:</p> | <p>(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations</p> | <p>(iv) make predictions about future cultural impacts that may result from future scientific discoveries</p> |
| <p>(20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:</p> | <p>(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations</p> | <p>(v) make predictions about future environmental impacts that may result from future scientific discoveries</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|---|---|
| (20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to: | (C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations | (vi) make predictions about future social impacts that may result from future technological innovations |
| | | |
| (20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to: | (C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations | (vii) make predictions about future political impacts that may result from future technological innovations |
| | | |
| (20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to: | (C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations | (viii) make predictions about future economic impacts that may result from future technological innovations |

| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:</p> | <p>(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations</p> | <p>(ix) make predictions about future cultural impacts that may result from future technological innovations</p> |
| | | |
| <p>(20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:</p> | <p>(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations</p> | <p>(x) make predictions about future environmental impacts that may result from future technological innovations</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(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:</p> | <p>(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures</p> | <p>(i) differentiate between valid primary and secondary sources</p> |
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| <p>(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:</p> | <p>(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures</p> | <p>(ii) locate valid primary sources to acquire information about various world cultures</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| <p>(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:</p> | <p>(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures</p> | <p>(iii) locate valid secondary sources to acquire information about various world cultures</p> |
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| <p>(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:</p> | <p>(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures</p> | <p>(iv) use valid primary sources to acquire information about various world cultures</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(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:</p> | <p>(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures</p> | <p>(v) use valid secondary sources to acquire information about various world cultures</p> |
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| <p>(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:</p> | <p>(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</p> | <p>(i) analyze information by sequencing</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(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:</p> | <p>(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</p> | <p>(ii) analyze information by categorizing</p> |
| | | |
| <p>(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:</p> | <p>(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</p> | <p>(iii) analyze information by identifying cause-and-effect relationships</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|--|---|
| <p>(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:</p> | <p>(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</p> | <p>(iv) analyze information by comparing</p> |
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| <p>(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:</p> | <p>(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</p> | <p>(v) analyze information by contrasting</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(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:</p> | <p>(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</p> | <p>(vi) analyze information by finding the main idea</p> |
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| <p>(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:</p> | <p>(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</p> | <p>(vii) analyze information by summarizing</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(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:</p> | <p>(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</p> | <p>(viii) analyze information by making generalizations and predictions</p> |
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| <p>(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:</p> | <p>(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</p> | <p>(ix) analyze information by drawing inferences and conclusions</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|--|
| <p>(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:</p> | <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> | <p>(i) organize information from outlines</p> |
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| <p>(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:</p> | <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> | <p>(ii) organize information from reports</p> |
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| <p>(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:</p> | <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> | <p>(iii) organize information from databases</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|--|
| <p>(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:</p> | <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> | <p>(iv) organize information from visuals, including graphs</p> |
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| <p>(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:</p> | <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> | <p>(v) organize information from visuals, including charts</p> |
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| <p>(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:</p> | <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> | <p>(vi) organize information from visuals, including timelines</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|--|
| <p>(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:</p> | <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> | <p>(vii) organize information from visuals, including maps</p> |
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| <p>(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:</p> | <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> | <p>(viii) interpret information from outlines</p> |
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| <p>(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:</p> | <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> | <p>(ix) interpret information from reports</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| <p>(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:</p> | <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> | <p>(x) interpret information from databases</p> |
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| <p>(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:</p> | <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> | <p>(xi) interpret information from visuals, including graphs</p> |
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| <p>(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:</p> | <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> | <p>(xii) interpret information from visuals, including charts</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(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:</p> | <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> | <p>(xiii) interpret information from visuals, including timelines</p> |
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| <p>(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:</p> | <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> | <p>(xiv) interpret information from visuals, including maps</p> |
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| <p>(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:</p> | <p>(D) identify different points of view about an issue or current topic</p> | <p>(i) identify different points of view about an issue or current topic</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(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:</p> | <p>(E) identify the elements of frame of reference that influenced participants in an event</p> | <p>(i) identify the elements of frame of reference that influenced participants in an event</p> |
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| <p>(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:</p> | <p>(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs</p> | <p>(i) use appropriate mathematical skills to interpret social studies information</p> |
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| <p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> | <p>(A) use social studies terminology correctly</p> | <p>(i) use social studies terminology correctly</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (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 | (i) incorporate main ideas in verbal communication based on research |
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| (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 | (ii) incorporate main ideas in written communication based on research |
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| (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 | (iii) incorporate supporting ideas in verbal communication based on research |
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| (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 | (iv) incorporate supporting ideas in written communication based on research |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (C) express ideas orally based on research and experiences | (i) express ideas orally based on research |
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| (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (C) express ideas orally based on research and experiences | (ii) express ideas orally based on experiences |
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| (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research | (i) create written material based on research |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research | (ii) create visual material based on research |
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| (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (E) use standard grammar, spelling, sentence structure, and punctuation | (i) use standard grammar |
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| (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (E) use standard grammar, spelling, sentence structure, and punctuation | (ii) use standard spelling |
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| (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (E) use standard grammar, spelling, sentence structure, and punctuation | (iii) use standard sentence structure |

| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (E) use standard grammar, spelling, sentence structure, and punctuation | (iv) use standard punctuation |
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| (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (F) use proper citations to avoid plagiarism | (i) use proper citations to avoid plagiarism |
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| (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 | (i) 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 |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(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:</p> | <p>(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</p> | <p>(i) 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</p> |
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