

Texas Essential Knowledge and Skills (TEKS) Breakouts	
Subject	Chapter 113. Texas Essential Knowledge and Skills for Social Studies
Subchapter	Subchapter B. Middle School
Course	§113.19. Social Studies, Grade 7, Beginning with School Year 2011-2012.
(a) Introduction.	
<p>(1) In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.</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, diaries, poetry, songs, and images is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.</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>	
<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.</p>	

(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
<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas</p>	<p>(i) identify the major eras in Texas history, including Natural Texas and its People</p>

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<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas</p>	<p>(ii) identify the major eras in Texas history, including Age of Contact</p>

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<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas</p>	<p>(iii) identify the major eras in Texas history, including Spanish Colonial</p>

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<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas</p>	<p>(iv) identify the major eras in Texas history, including Mexican National</p>

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<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas</p>	<p>(v) identify the major eras in Texas history, including Revolution and Republic</p>

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<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas</p>	<p>(vi) identify the major eras in Texas history, including Early Statehood</p>

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<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas</p>	<p>(vii) identify the major eras in Texas history, including Texas in the Civil War and Reconstruction</p>

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<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas</p>	<p>(viii) identify the major eras in Texas history, including Cotton, Cattle, and Railroads</p>

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<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas</p>	<p>(ix) identify the major eras in Texas history, including Age of Oil</p>

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<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas</p>	<p>(x) identify the major eras in Texas history, including Texas in the Great Depression and World War II</p>

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<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas</p>	<p>(xi) identify the major eras in Texas history, including Civil Rights and Conservatism</p>

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<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas</p>	<p>(xii) identify the major eras in Texas history, including Contemporary Texas</p>

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<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas</p>	<p>(xiii) describe their defining characteristics</p>

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<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas</p>	<p>(xiv) explain why historians divide the past into eras</p>
<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p>	<p>(i) apply absolute chronology through the sequencing of significant individuals</p>

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(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:	(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods	(ii) apply absolute chronology through the sequencing of significant events
(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:	(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods	(iii) apply absolute chronology through the sequencing of significant time periods
(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:	(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods	(iv) apply relative chronology through the sequencing of significant individuals

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(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:	(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods	(v) apply relative chronology through the sequencing of significant events
(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:	(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods	(vi) apply relative chronology through the sequencing of significant time periods
(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:	(C) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop	(i) explain the significance of 1519, mapping of the Texas coast and first mainland Spanish settlement

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<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(C) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop</p>	<p>(ii) explain the significance of 1718, founding of San Antonio</p>

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<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(C) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop</p>	<p>(iii) explain the significance of 1821, independence from Spain</p>
<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(C) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop</p>	<p>(iv) explain the significance of the following dates: 1836, Texas independence</p>

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<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(C) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop</p>	<p>(v) explain the significance of 1845, annexation</p>

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<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(C) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop</p>	<p>(vi) explain the significance of 1861, Civil War begins</p>
<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(C) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop</p>	<p>(vii) explain the significance of 1876, adoption of current state constitution</p>

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<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p>	<p>(C) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop</p>	<p>(viii) explain the significance of 1901, discovery of oil at Spindletop</p>
<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(A) compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern</p>	<p>(i) compare the cultures of American Indians in Texas prior to European colonization</p>

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<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain</p>	<p>(i) identify important individuals related to European exploration of Texas</p>
<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain</p>	<p>(ii) identify important events related to European exploration of Texas</p>

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<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain</p>	<p>(iii) identify important issues related to European exploration of Texas</p>
<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(C) identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo</p>	<p>(i) identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions</p>

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<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(C) identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo</p>	<p>(ii) identify important events and issues related to European colonization of Texas, including the establishment of towns</p>
<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(C) identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo</p>	<p>(iii) identify important events and issues related to European colonization of Texas, including the establishment of ranches</p>

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<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(C) identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo</p>	<p>(iv) identify important individuals [related to European colonization of Texas]</p>
<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery</p>	<p>(i) identify the individuals related to Mexico becoming an independent nation, including José Gutiérrez de Lara</p>

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<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery</p>	<p>(ii) identify the issues related to Mexico becoming an independent nation, including Texas involvement in the fight for independence</p>
<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery</p>	<p>(iii) identify the issues related to Mexico becoming an independent nation, including the Mexican federal Constitution of 1824</p>

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<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery</p>	<p>(iv) identify the issues related to Mexico becoming an independent nation, including the State Colonization Law of 1825</p>
<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery</p>	<p>(v) identify the issues related to Mexico becoming an independent nation, including slavery</p>

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<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery</p>	<p>(vi) identify the events related to Mexico becoming an independent nation, including the Battle of Medina</p>

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<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery</p>	<p>(vii) identify the events related to Mexico becoming an independent nation, including the merger of Texas and Coahuila as a state</p>
<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery</p>	<p>(viii) identify the impact of [Mexico's independence] on Texas</p>

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<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(E) identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas</p>	<p>(i) identify the contributions of significant individuals, including Moses Austin, during the Mexican settlement of Texas</p>
<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(E) identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas</p>	<p>(ii) identify the contributions of significant individuals, including Stephen F. Austin, during the Mexican settlement of Texas</p>

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<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(E) identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas</p>	<p>(iii) identify the contributions of significant individuals, including Erasmo Seguín, during the Mexican settlement of Texas</p>
<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(E) identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas</p>	<p>(iv) identify the contributions of significant individuals, including Martín De León, during the Mexican settlement of Texas</p>

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<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(E) identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas</p>	<p>(v) identify the contributions of significant individuals, including Green DeWitt, during the Mexican settlement of Texas</p>
<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas</p>	<p>(i) contrast Spanish, Mexican, and Anglo purposes for settlement in Texas</p>
<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p>	<p>(F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas</p>	<p>(ii) contrast Spanish, Mexican, and Anglo methods of settlement in Texas</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p>	<p>(A) trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin</p>	<p>(i) trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion</p>
<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p>	<p>(A) trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin</p>	<p>(ii) trace the development of events that led to the Texas Revolution, including the Mier y Terán Report</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p>	<p>(A) trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin</p>	<p>(iii) trace the development of events that led to the Texas Revolution, including the Law of April 6, 1830</p>
<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p>	<p>(A) trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin</p>	<p>(iv) trace the development of events that led to the Texas Revolution, including the Turtle Bayou Resolutions</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p>	<p>(A) trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin</p>	<p>(v) trace the development of events that led to the Texas Revolution, including the arrest of Stephen F. Austin</p>
<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis</p>	<p>(i) explain the roles played by significant individuals during the Texas Revolution, including George Childress</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis</p>	<p>(ii) explain the roles played by significant individuals during the Texas Revolution, including Lorenzo de Zavala</p>
<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis</p>	<p>(iii) explain the roles played by significant individuals during the Texas Revolution, including James Fannin</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis</p>	<p>(iv) explain the roles played by significant individuals during the Texas Revolution, including Sam Houston</p>
<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis</p>	<p>(v) explain the roles played by significant individuals during the Texas Revolution, including Antonio López de Santa Anna</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis</p>	<p>(vi) explain the roles played by significant individuals during the Texas Revolution, including Juan N. Seguín</p>
<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis</p>	<p>(vii) explain the roles played by significant individuals during the Texas Revolution, including William B. Travis</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p>	<p>(C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto</p>	<p>(i) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales</p>
<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p>	<p>(C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto</p>	<p>(ii) explain the issues surrounding significant events of the Texas Revolution, including William B. Travis's letter "To the People of Texas and All Americans in the World"</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p>	<p>(C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto</p>	<p>(iii) explain the issues surrounding significant events of the Texas Revolution, including the siege of the Alamo and all the heroic defenders who gave their lives there</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p>	<p>(C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto</p>	<p>(iv) explain the issues surrounding significant events of the Texas Revolution, including the Constitutional Convention of 1836</p>
<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p>	<p>(C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto</p>	<p>(v) explain the issues surrounding significant events of the Texas Revolution, including Fannin's surrender at Goliad</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p>	<p>(C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto</p>	<p>(vi) explain the issues surrounding significant events of the Texas Revolution, including the Battle of San Jacinto</p>
<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p>	<p>(D) explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas</p>	<p>(i) explain how the establishment of the Republic of Texas brought civil freedom to Texas</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:	(D) explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas	(ii) explain how the establishment of the Republic of Texas brought political freedom to Texas
(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:	(D) explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas	(iii) explain how the establishment of the Republic of Texas brought religious freedom to Texas

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p>	<p>(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups</p>	<p>(i) identify individuals during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p>	<p>(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups</p>	<p>(ii) identify individuals during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Rangers</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p>	<p>(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups</p>	<p>(iii) identify individuals during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including Edwin W. Moore</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p>	<p>(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups</p>	<p>(iv) identify individuals during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including Jack Coffee Hays</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p>	<p>(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups</p>	<p>(v) identify individuals during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including Chief Bowles</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p>	<p>(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups</p>	<p>(vi) identify individuals during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including William Goyens</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p>	<p>(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups</p>	<p>(vii) identify individuals during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including Mary Maverick</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p>	<p>(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups</p>	<p>(viii) identify individuals during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including José Antonio Navarro</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p>	<p>(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups</p>	<p>(ix) identify events during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Córdova Rebellion</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p>	<p>(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups</p>	<p>(x) identify events during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Council House Fight</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p>	<p>(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups</p>	<p>(xi) identify events during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Santa Fe Expedition</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p>	<p>(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups</p>	<p>(xii) identify issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including public debt</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p>	<p>(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups</p>	<p>(xiii) identify issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the roles of racial and ethnic groups</p>
<p>(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p>	<p>(B) analyze the causes of and events leading to Texas annexation</p>	<p>(i) analyze the causes of Texas annexation</p>
<p>(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p>	<p>(B) analyze the causes of and events leading to Texas annexation</p>	<p>(ii) analyze the events leading to Texas annexation</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p>	<p>(C) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850</p>	<p>(i) identify individuals during early Texas statehood</p>
<p>(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p>	<p>(C) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850</p>	<p>(ii) identify events during early Texas statehood, including the U.S.-Mexican War</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p>	<p>(C) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850</p>	<p>(iii) identify events during early Texas statehood, including the Treaty of Guadalupe-Hidalgo</p>
<p>(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p>	<p>(C) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850</p>	<p>(iv) identify events during early Texas statehood, including the Compromise of 1850</p>
<p>(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p>	<p>(C) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850</p>	<p>(v) identify issues during early Texas statehood, including population growth</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:	(A) explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs	(i) explain reasons for the involvement of Texas in the Civil War
(5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:	(B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas	(i) analyze the political effects of the Civil War in Texas
(5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:	(B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas	(ii) analyze the economic effects of the Civil War in Texas
(5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:	(B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas	(iii) analyze the social effects of the Civil War in Texas

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:</p>	<p>(B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas</p>	<p>(iv) analyze the political effects of Reconstruction in Texas</p>
<p>(5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:</p>	<p>(B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas</p>	<p>(v) analyze the economic effects of Reconstruction in Texas</p>
<p>(5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:</p>	<p>(B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas</p>	<p>(vi) analyze the social effects of Reconstruction in Texas</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:</p>	<p>(C) identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch</p>	<p>(i) identify significant individuals concerning Texas and the Civil War</p>
<p>(5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:</p>	<p>(C) identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch</p>	<p>(ii) identify significant events concerning Texas and the Civil War</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</p>	<p>(A) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker</p>	<p>(i) identify significant individuals from Reconstruction through the beginning of the 20th century, including the buffalo soldiers</p>
<p>(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</p>	<p>(A) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker</p>	<p>(ii) identify significant individuals from Reconstruction through the beginning of the 20th century, including Quanah Parker</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</p>	<p>(A) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker</p>	<p>(iii) identify significant events from Reconstruction through the beginning of the 20th century</p>
<p>(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</p>	<p>(A) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker</p>	<p>(iv) identify significant issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</p>	<p>(A) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker</p>	<p>(v) identify significant issues from Reconstruction through the beginning of the 20th century, including the effects of westward expansion on American Indians</p>
<p>(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</p>	<p>(B) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life</p>	<p>(i) identify significant individuals from Reconstruction through the beginning of the 20th century</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</p>	<p>(B) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life</p>	<p>(ii) identify significant events from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings</p>
<p>(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</p>	<p>(B) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life</p>	<p>(iii) identify significant issues from Reconstruction through the beginning of the 20th century, including the myths of the cowboy way of life</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</p>	<p>(B) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life</p>	<p>(iv) identify significant events from Reconstruction through the beginning of the 20th century, including the realities of the cowboy way of life</p>
<p>(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</p>	<p>(C) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg</p>	<p>(i) identify significant individuals from Reconstruction through the beginning of the 20th century, including the contributions of James Hogg</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</p>	<p>(C) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg</p>	<p>(ii) identify significant events from Reconstruction through the beginning of the 20th century</p>
<p>(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</p>	<p>(C) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg</p>	<p>(iii) identify significant issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</p>	<p>(D) explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier</p>	<p>(i) explain the political impact of the agricultural industry</p>
<p>(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</p>	<p>(D) explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier</p>	<p>(ii) explain the economic impact of the agricultural industry</p>
<p>(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</p>	<p>(D) explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier</p>	<p>(iii) explain the social impact of the agricultural industry</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</p>	<p>(D) explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier</p>	<p>(iv) explain the development of West Texas resulting from the close of the frontier</p>
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(A) explain the political, economic, and social impact of the oil industry on the industrialization of Texas</p>	<p>(i) explain the political impact of the oil industry on the industrialization of Texas</p>
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(A) explain the political, economic, and social impact of the oil industry on the industrialization of Texas</p>	<p>(ii) explain the economic impact of the oil industry on the industrialization of Texas</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(A) explain the political, economic, and social impact of the oil industry on the industrialization of Texas</p>	<p>(iii) explain the social impact of the oil industry on the industrialization of Texas</p>
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology</p>	<p>(i) define "boom-and-bust" cycles</p>
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology</p>	<p>(ii) trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th century</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology</p>	<p>(iii) trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the early 21st century</p>
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(C) describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century</p>	<p>(i) describe the Progressive movement in Texas in the 20th century</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(C) describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century</p>	<p>(ii) describe other reform movements in Texas in the 19th century</p>
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(C) describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century</p>	<p>(iii) describe other reform movements in Texas in the 20th century</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(C) describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century</p>	<p>(iv) compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries</p>
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White</p>	<p>(i) describe the civil rights and equal rights movements of various groups in Texas in the 20th century</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White</p>	<p>(ii) compare the civil rights and equal rights movements of various groups in Texas in the 20th century</p>
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White</p>	<p>(iii) identify key leaders in these movements, including James L. Farmer Jr.</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White</p>	<p>(iv) identify key leaders in these movements, including Hector P. Garcia</p>
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White</p>	<p>(v) identify key leaders in these movements, including Oveta Culp Hobby</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White</p>	<p>(vi) identify key leaders in these movements, including Lyndon B. Johnson</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White</p>	<p>(vii) identify key leaders in these movements, including the League of United Latin American Citizens (LULAC)</p>
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White</p>	<p>(viii) identify key leaders in these movements, including Jane McCallum</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White</p>	<p>(ix) identify key leaders in these movements, including Lulu Belle Madison White</p>
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(E) analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas</p>	<p>(i) analyze the political impact of major events, including World War I, on the history of Texas</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(E) analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas</p>	<p>(ii) analyze the economic impact of major events, including World War I, on the history of Texas</p>
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(E) analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas</p>	<p>(iii) analyze the social impact of major events, including World War I, on the history of Texas</p>
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(E) analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas</p>	<p>(iv) analyze the political impact of major events, including the Great Depression, on the history of Texas</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:	(E) analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas	(v) analyze the economic impact of major events, including the Great Depression, on the history of Texas
(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:	(E) analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas	(vi) analyze the social impact of major events, including the Great Depression, on the history of Texas
(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:	(E) analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas	(vii) analyze the political impact of major events, including World War II, on the history of Texas

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(E) analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas</p>	<p>(viii) analyze the economic impact of major events, including World War II, on the history of Texas</p>
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(E) analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas</p>	<p>(ix) analyze the social impact of major events, including World War II, on the history of Texas</p>
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(F) analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration</p>	<p>(i) analyze the political impact of major events in the latter half of the 20th and early 21st centuries</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(F) analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration</p>	<p>(ii) analyze the economic impact of major events in the latter half of the 20th and early 21st centuries</p>
<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p>	<p>(F) analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration</p>	<p>(iii) analyze the social impact of major events in the latter half of the 20th and early 21st centuries</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries	(i) create thematic maps representing various aspects of Texas during the 19th, 20th, and 21st centuries
(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries	(ii) create graphs representing various aspects of Texas during the 19th, 20th, and 21st centuries
(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries	(iii) create charts representing various aspects of Texas during the 19th, 20th, and 21st centuries

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p>	<p>(A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries</p>	<p>(iv) create models representing various aspects of Texas during the 19th, 20th, and 21st centuries</p>
<p>(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p>	<p>(A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries</p>	<p>(v) create databases representing various aspects of Texas during the 19th, 20th, and 21st centuries</p>
<p>(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p>	<p>(A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries</p>	<p>(vi) interpret thematic maps representing various aspects of Texas during the 19th, 20th, and 21st centuries</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries	(vii) interpret graphs representing various aspects of Texas during the 19th, 20th, and 21st centuries
(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries	(viii) interpret charts representing various aspects of Texas during the 19th, 20th, and 21st centuries
(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries	(ix) interpret models representing various aspects of Texas during the 19th, 20th, and 21st centuries

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p>	<p>(A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries</p>	<p>(x) interpret databases representing various aspects of Texas during the 19th, 20th, and 21st centuries</p>
<p>(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p>	<p>(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries</p>	<p>(i) analyze geographic distributions in Texas during the 19th century</p>
<p>(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p>	<p>(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries</p>	<p>(ii) analyze geographic distributions in Texas during the 20th century</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries	(iii) analyze geographic distributions in Texas during the 21st century
(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries	(iv) analyze geographic patterns in Texas during the 19th century
(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries	(v) analyze geographic patterns in Texas during the 20th century

Knowledge and Skills Statement	Student Expectation	Breakout
(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries	(vi) analyze geographic patterns in Texas during the 21st century
(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries	(vii) interpret geographic distributions in Texas during the 19th century
(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries	(viii) interpret geographic distributions in Texas during the 20th century

Knowledge and Skills Statement	Student Expectation	Breakout
(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries	(ix) interpret geographic distributions in Texas during the 21st century
(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries	(x) interpret geographic patterns in Texas during the 19th century
(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries	(xi) interpret geographic patterns in Texas during the 20th century

Knowledge and Skills Statement	Student Expectation	Breakout
(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries	(xii) interpret geographic patterns in Texas during the 21st century
(9) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:	(A) locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest	(i) locate the Mountains and Basins region

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(9) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:</p>	<p>(A) locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest</p>	<p>(ii) locate the Great Plains region</p>
<p>(9) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:</p>	<p>(A) locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest</p>	<p>(iii) locate the North Central Plains region</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(9) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:</p>	<p>(A) locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest</p>	<p>(iv) locate the Coastal Plains region</p>
<p>(9) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:</p>	<p>(A) locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest</p>	<p>(v) locate places of importance in Texas during the 19th century</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(9) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:</p>	<p>(A) locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest</p>	<p>(vi) locate places of importance in Texas during the 20th century</p>
<p>(9) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:</p>	<p>(A) locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest</p>	<p>(vii) locate places of importance in Texas during the 21st century</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(9) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:	(B) compare places and regions of Texas in terms of physical and human characteristics	(i) compare places and regions of Texas in terms of physical characteristics
(9) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:	(B) compare places and regions of Texas in terms of physical and human characteristics	(ii) compare places and regions of Texas in terms of human characteristics
(9) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:	(C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas	(i) analyze the effects of physical factors on major events in Texas

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(9) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:</p>	<p>(C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas</p>	<p>(ii) analyze the effects of human factors on major events in Texas</p>
<p>(10) Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:</p>	<p>(A) identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications</p>	<p>(i) identify ways in which Texans have adapted to the environment</p>
<p>(10) Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:</p>	<p>(A) identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications</p>	<p>(ii) identify ways in which Texans have modified the environment</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:</p>	<p>(A) identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications</p>	<p>(iii) analyze the positive consequences of the modifications</p>
<p>(10) Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:</p>	<p>(A) identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications</p>	<p>(iv) analyze the negative consequences of the modifications</p>
<p>(10) Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:</p>	<p>(B) explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas</p>	<p>(i) explain ways in which geographic factors have affected the political development of Texas</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:</p>	<p>(B) explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas</p>	<p>(ii) explain ways in which geographic factors have affected the economic development of Texas</p>
<p>(10) Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:</p>	<p>(B) explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas</p>	<p>(iii) explain ways in which geographic factors have affected the social development of Texas</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:	(A) analyze why immigrant groups came to Texas and where they settled	(i) analyze why immigrant groups came to Texas
(11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:	(A) analyze why immigrant groups came to Texas and where they settled	(ii) analyze where they settled
(11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:	(B) analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas	(i) analyze how immigration and migration to Texas in the 19th century has influenced Texas
(11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:	(B) analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas	(ii) analyze how immigration and migration to Texas in the 20th century has influenced Texas

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:</p>	<p>(B) analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas</p>	<p>(iii) analyze how immigration and migration to Texas in the 21st century has influenced Texas</p>
<p>(11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:</p>	<p>(C) analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation</p>	<p>(i) analyze the effects of the changing population distribution in Texas during the 20th century</p>
<p>(11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:</p>	<p>(C) analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation</p>	<p>(ii) analyze the effects of the changing population distribution in Texas during the 21st century</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:</p>	<p>(C) analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation</p>	<p>(iii) analyze the effects of growth in Texas during the 20th century</p>
<p>(11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:</p>	<p>(C) analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation</p>	<p>(iv) analyze the effects of growth in Texas during the 21st century</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:</p>	<p>(C) analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation</p>	<p>(v) analyze the additional need for education</p>
<p>(11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:</p>	<p>(C) analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation</p>	<p>(vi) analyze the additional need for health care</p>
<p>(11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:</p>	<p>(C) analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation</p>	<p>(vii) analyze the additional need for transportation</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:	(D) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution	(i) describe the structure of the population of Texas using demographic concepts
(12) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:	(A) explain economic factors that led to the urbanization of Texas	(i) explain economic factors that led to the urbanization of Texas
(12) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:	(B) trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing	(i) trace the development of major industries that contributed to the urbanization of Texas

Knowledge and Skills Statement	Student Expectation	Breakout
(12) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:	(C) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas	(i) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas
(13) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:	(A) analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology	(i) analyze the impact of national markets on the production of goods and services in Texas
(13) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:	(A) analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology	(ii) analyze the impact of international markets on the production of goods and services in Texas

Knowledge and Skills Statement	Student Expectation	Breakout
(13) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:	(A) analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology	(iii) analyze the impact of national events on the production of goods and services in Texas
(13) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:	(A) analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology	(iv) analyze the impact of international events on the production of goods and services in Texas
(13) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:	(B) analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas	(i) analyze the impact of economic concepts within the free enterprise system on the economy of Texas

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(13) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:</p>	<p>(C) analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets</p>	<p>(i) analyze the impact of significant industries in Texas on local markets</p>
<p>(13) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:</p>	<p>(C) analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets</p>	<p>(ii) analyze the impact of significant industries in Texas on national markets</p>
<p>(13) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:</p>	<p>(C) analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets</p>	<p>(iii) analyze the impact of significant industries in Texas on international markets</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(14) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</p>	<p>(A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights</p>	<p>(i) identify how the Texas Constitution reflects the principles of limited government</p>
<p>(14) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</p>	<p>(A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights</p>	<p>(ii) identify how the Texas Constitution reflects the principles of republicanism</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(14) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</p>	<p>(A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights</p>	<p>(iii) identify how the Texas Constitution reflects the principles of checks and balances</p>
<p>(14) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</p>	<p>(A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights</p>	<p>(iv) identify how the Texas Constitution reflects the principles of federalism</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(14) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</p>	<p>(A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights</p>	<p>(v) identify how the Texas Constitution reflects the principles of separation of powers</p>
<p>(14) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</p>	<p>(A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights</p>	<p>(vi) identify how the Texas Constitution reflects the principles of popular sovereignty</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(14) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</p>	<p>(A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights</p>	<p>(vii) identify how the Texas Constitution reflects the principles of individual rights</p>
<p>(14) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</p>	<p>(B) compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights</p>	<p>(i) compare the principles of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights</p>
<p>(14) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</p>	<p>(B) compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights</p>	<p>(ii) compare the concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:	(A) describe the structure and functions of government at municipal, county, and state levels	(i) describe the structure of government at the municipal level
(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:	(A) describe the structure and functions of government at municipal, county, and state levels	(ii) describe the structure of government at the county level
(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:	(A) describe the structure and functions of government at municipal, county, and state levels	(iii) describe the structure of government at the state level
(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:	(A) describe the structure and functions of government at municipal, county, and state levels	(iv) describe the functions of government at the municipal level

Knowledge and Skills Statement	Student Expectation	Breakout
(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:	(A) describe the structure and functions of government at municipal, county, and state levels	(v) describe the functions of government at the county level
(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:	(A) describe the structure and functions of government at municipal, county, and state levels	(vi) describe the functions of government at the state level
(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:	(B) identify major sources of revenue for state and local governments such as property tax, sales tax, and fees	(i) identify major sources of revenue for state government
(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:	(B) identify major sources of revenue for state and local governments such as property tax, sales tax, and fees	(ii) identify major sources of revenue for local governments

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:</p>	<p>(C) describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers</p>	<p>(i) describe the structure of Texas public education</p>
<p>(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:</p>	<p>(C) describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers</p>	<p>(ii) describe the funding of Texas public education, including local property taxes</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:</p>	<p>(C) describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers</p>	<p>(iii) describe the funding of Texas public education, including bond issues</p>
<p>(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:</p>	<p>(C) describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers</p>	<p>(iv) describe the funding of Texas public education, including state funding supported by state taxpayers</p>
<p>(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:</p>	<p>(C) describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers</p>	<p>(v) describe the funding of Texas public education, including federal funding supported by federal taxpayers</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:</p>	<p>(C) describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers</p>	<p>(vi) describe the governance of Texas public education</p>
<p>(16) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:</p>	<p>(A) identify rights of Texas citizens</p>	<p>(i) identify rights of Texas citizens</p>
<p>(16) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:</p>	<p>(B) explain and analyze civic responsibilities of Texas citizens and the importance of civic participation</p>	<p>(i) explain civic responsibilities of Texas citizens</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(16) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:	(B) explain and analyze civic responsibilities of Texas citizens and the importance of civic participation	(ii) analyze civic responsibilities of Texas citizens
(16) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:	(B) explain and analyze civic responsibilities of Texas citizens and the importance of civic participation	(iii) explain the importance of civic participation
(16) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:	(B) explain and analyze civic responsibilities of Texas citizens and the importance of civic participation	(iv) analyze the importance of civic participation

Knowledge and Skills Statement	Student Expectation	Breakout
(17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:	(A) identify different points of view of political parties and interest groups on important Texas issues, past and present	(i) identify different points of view of political parties on important Texas issues, past and present
(17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:	(A) identify different points of view of political parties and interest groups on important Texas issues, past and present	(ii) identify different points of view of interest groups on important Texas issues, past and present
(17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:	(B) describe the importance of free speech and press in a democratic society	(i) describe the importance of free speech in a democratic society
(17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:	(B) describe the importance of free speech and press in a democratic society	(ii) describe the importance of free press in a democratic society

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</p>	<p>(C) express and defend a point of view on an issue of historical or contemporary interest in Texas</p>	<p>(i) express a point of view on an issue of historical or contemporary interest in Texas</p>
<p>(17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</p>	<p>(C) express and defend a point of view on an issue of historical or contemporary interest in Texas</p>	<p>(ii) defend a point of view on an issue of historical or contemporary interest in Texas</p>
<p>(18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p>	<p>(A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States</p>	<p>(i) identify the leadership qualities of elected leaders of Texas, past and present, including Texans who have been president of the United States</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p>	<p>(A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States</p>	<p>(ii) identify the leadership qualities of appointed leaders of Texas, past and present</p>
<p>(18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p>	<p>(B) identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.</p>	<p>(i) identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p>	<p>(B) identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.</p>	<p>(ii) identify the contributions of Texas leaders, including John Nance Garner ("Cactus Jack")</p>
<p>(18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p>	<p>(B) identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.</p>	<p>(iii) identify the contributions of Texas leaders, including James A. Baker III</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p>	<p>(B) identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.</p>	<p>(iv) identify the contributions of Texas leaders, including Henry B. González</p>
<p>(18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p>	<p>(B) identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.</p>	<p>(v) identify the contributions of Texas leaders, including Kay Bailey Hutchison</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p>	<p>(B) identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.</p>	<p>(vi) identify the contributions of Texas leaders, including Barbara Jordan</p>
<p>(18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p>	<p>(B) identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.</p>	<p>(vii) identify the contributions of Texas leaders, including Raymond L. Telles</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p>	<p>(B) identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.</p>	<p>(viii) identify the contributions of Texas leaders, including Sam Rayburn</p>
<p>(18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p>	<p>(B) identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.</p>	<p>(ix) identify the contributions of Texas leaders, including Raul A. Gonzalez Jr.</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:	(A) explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances	(i) explain how the diversity of Texas is reflected in a variety of cultural activities
(19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:	(A) explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances	(ii) explain how the diversity of Texas is reflected in a variety of cultural celebrations
(19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:	(A) explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances	(iii) explain how the diversity of Texas is reflected in a variety of cultural performances

Knowledge and Skills Statement	Student Expectation	Breakout
(19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:	(B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture	(i) describe how people from various racial groups attempt to maintain their cultural heritage while adapting to the larger Texas culture
(19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:	(B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture	(ii) describe how people from various ethnic groups attempt to maintain their cultural heritage while adapting to the larger Texas culture
(19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:	(B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture	(iii) describe how people from various religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture

Knowledge and Skills Statement	Student Expectation	Breakout
(19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:	(C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts	(i) identify examples of Spanish influence on Texas
(19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:	(C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts	(ii) identify examples of the influence of other cultures on Texas
(19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:	(D) identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote	(i) identify contributions to the arts by Texans

Knowledge and Skills Statement	Student Expectation	Breakout
(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:	(A) compare types and uses of technology, past and present	(i) compare types of technology, past and present
(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:	(A) compare types and uses of technology, past and present	(ii) compare uses of technology, past and present
(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:	(B) identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBaakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.	(i) identify Texas leaders in science

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</p>	<p>(B) identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.</p>	<p>(ii) identify Texas leaders in technology</p>
<p>(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</p>	<p>(C) analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries</p>	<p>(i) analyze the effects of various scientific discoveries on the development of Texas</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</p>	<p>(C) analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries</p>	<p>(ii) analyze the effects of various technological innovations on the development of Texas</p>
<p>(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</p>	<p>(D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land</p>	<p>(i) evaluate the effects of scientific discoveries on the use of resources</p>
<p>(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</p>	<p>(D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land</p>	<p>(ii) evaluate the effects of technological innovations on the use of resources</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</p>	<p>(E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world</p>	<p>(i) analyze how scientific discoveries have resulted in an interdependence among Texas, the United States, and the world</p>
<p>(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</p>	<p>(E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world</p>	<p>(ii) analyze how technological innovations have resulted in an interdependence among Texas, the United States, and the world</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>(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas</p>	<p>(i) differentiate between valid primary and secondary sources</p>

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, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas</p>	<p>(ii) locate valid primary sources to acquire information about Texas</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>(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas</p>	<p>(iii) locate valid secondary sources to acquire information about Texas</p>

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, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas</p>	<p>(iv) use valid primary sources to acquire information about Texas</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>(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas</p>	<p>(v) use valid secondary sources to acquire information about Texas</p>

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>(i) analyze information by sequencing</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>(ii) analyze information by categorizing</p>

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>(iii) analyze information by identifying cause-and-effect relationships</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>(iv) analyze information by comparing</p>

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>(v) analyze information by contrasting</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>(vi) analyze information by finding the main idea</p>

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>(vii) analyze information by summarizing</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>(viii) analyze information by making generalizations and predictions</p>

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>(ix) analyze information by drawing inferences and conclusions</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>(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>
<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>

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>(iii) organize information from databases</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>(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>
<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>

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>(vi) organize information from visuals, including timelines</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>(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>
<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>

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>(ix) interpret information from reports</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>(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>
<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>

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>(xii) interpret information from visuals, including charts</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>(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>
<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>

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>(D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants</p>	<p>(i) identify points of view from the historical context surrounding an event</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>(D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants</p>	<p>(ii) identify the frame of reference that influenced the participants</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>(E) support a point of view on a social studies issue or event</p>	<p>(i) support a point of view on a social studies issue or event</p>

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>(F) identify bias in written, oral, and visual material</p>	<p>(i) identify bias in written material</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>(F) identify bias in written, oral, and visual material</p>	<p>(ii) identify bias in oral material</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>(F) identify bias in written, oral, and visual material</p>	<p>(iii) identify bias in visual material</p>

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>(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author</p>	<p>(i) evaluate the validity of a source based on language</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>(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author</p>	<p>(ii) evaluate the validity of a source based on corroboration with other sources</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>(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author</p>	<p>(iii) evaluate the validity of a source based on information about the author</p>

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>(H) 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>
<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>
<p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources</p>	<p>(i) use standard grammar</p>
<p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources</p>	<p>(ii) use standard spelling</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources</p>	<p>(iii) use standard sentence structure</p>
<p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources</p>	<p>(iv) use standard punctuation</p>
<p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources</p>	<p>(v) use proper citation of sources</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate	(i) transfer information from one medium to another, including written to visual, using computer software as appropriate
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate	(ii) transfer information from one medium to another, including statistical to written or visual, using computer software as appropriate
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of social studies information	(i) create written presentations of social studies information

Knowledge and Skills Statement	Student Expectation	Breakout
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of social studies information	(ii) create oral presentations of social studies information
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of social studies information	(iii) create visual presentations of social studies information
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	(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

Knowledge and Skills Statement	Student Expectation	Breakout
<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>