Texas Essential Knowledge and Skills (TEKS) Breakouts

Subject	**Chapter 113. Texas Essential Knowledge and Skills for Social Studies**
Subchapter	**Subchapter C. High School**
Course	**§113.46. Sociology (One-Half Credit), Beginning with School Year 2011-2012.**

(a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.

(b) Introduction.

(4) 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.

(5) 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 Texas Education Code, §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."

(6) 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.
(C) Knowledge and skills.

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(A) describe the development of the field of sociology	(i) describe the development of the field of sociology
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(i) identify leading sociologists in the field of social science, including Auguste Comte

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(ii) interpret [his] contributions to the foundation of sociology
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social scists in the field of social scis sis t06 Tw T* 64[(t06 29(dent))	

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(viii) interpret [his] contributions to the foundation of sociology
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(ix) identify leading sociologists in the field of social science, including Karl Marx

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation	(i) examine changes in U.S. institutions resulting from industrialization
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation	(ii) examine changes in U.S. institutions resulting from urbanization
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation	(iii) examine changes in U.S. institutions resulting from immigrant assimilation

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation	(iv) examine changes in U.S. society resulting from industrialization
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation	(v) examine changes in U.S. society resulting from urbanization
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation	(vi) examine changes in U.S. society resulting from immigrant assimilation

Knowledge and Skills Statement	Student Expectation

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Culture and social structure. The student examines world cultures. The student is expected to:	(C) give examples of subcultures and describe what makes them unique	(ii) describe what makes them unique
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities	(i) describe models of primary, secondary, formal, informal, and reference groups and e-communities

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Culture and social structure. The student understands types of groups and their functions. The student is		

Knowledge and Skills Statement	Student Expectation	Breakout

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:	(A) compare cultural norms such as ethnicity, national origin, age, socioeconomic status, and gender among various U.S. subculture groups	(i) compare cultural norms among various U.S. subculture groups
(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:	(B) [illegible] and .5(e grp6df -48.513 -13.738 Td [(K -13.5(B(t56/TT3 1 y-be gender)-10.237 TD [eol)-9( )]TJ p(K (t)-3n 2	

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Individual and society. The student understands the process of socialization. The student is expected to:	(B) differentiate the agents of socialization and evaluate their functions and roles	(ii) evaluate their functions
(6) Individual and society. The student understands the process of socialization. The student is expected to:	(B) differentiate the agents of socialization and evaluate their functions and roles	(iii) evaluate their roles
(6) Individual and society. The student understands the process of socialization. The student is expected to:	(C) trace socialization as a lifelong process	(i) trace socialization as a lifelong process

Knowledge and Skills Statement	Student Expectation	Breakout
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(A) explain how education, exclusion from the labor force, and the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle	(i) explain how education led to the development of adolescence as a distinct stage of the life cycle
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(A) explain how education, exclusion from the labor force, and the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle	(ii) explain how exclusion from the labor force led to the development of adolescence as a distinct stage of the life cycle
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(A) explain how education, exclusion from the labor force, and the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle	(iii) explain how the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle

Knowledge and Skills Statement	Student Expectation	Breakout
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased	

Knowledge and Skills Statement	Student Expectation	Breakout
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(iii) identify the five characteristics of adolescence [including] increased decision making
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(iv) identify the five characteristics of adolescence [including] increased pressures

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Knowledge and Skills Statement	Student Expectation	Breakout
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(ix) interpret the five characteristics of adolescence [including] increased pressures
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(x) interpret the five characteristics of adolescence [including] the search for self

Knowledge and Skills Statement	Student Expectation	Breakout
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(C) identify issues and concerns facing contemporary adolescents such as dating, dating violence, sexuality, teen parenting, drug use, suicide, and eating disorders	(i) identify issues facing contemporary adolescents
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(C) identify issues and concerns facing contemporary adolescents such as dating, dating violence, sexuality, teen parenting, drug use, suicide, and eating disorders	(ii) identify concerns facing contemporary adolescents
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(D) identify and discuss the skills adolescents need to make responsible life choices	(i) identify the skills adolescents need to make responsible life choices

Knowledge and Skills Statement	Student Expectation	Breakout
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(A) analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each	(ii) analyze the characteristics of class systems
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(A) analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each	(iii) analyze the components of caste systems
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(A) analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each	(iv) analyze the components of class systems

Knowledge and Skills Statement	Student Expectation	Breakout
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(A) analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each	(v) analyze social mobility
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(A) analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each	(vi) analyze how motivation affects each
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(B) define poverty and its components and analyze poverty's impact on the individual and society	(i) define poverty

Knowledge and Skills Statement	Student Expectation	Breakout
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(B) define poverty and its components and analyze poverty's impact on the individual and society	(ii) define its components
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(B) define poverty and its components and analyze poverty's impact on the individual and society	(iii) analyze poverty's impact on the individual
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(B) define poverty and its components and analyze poverty's impact on the individual and society	(iv) analyze poverty's impact on society
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(C) contrast theories of social stratification	(i) contrast theories of social stratification

Knowledge and Skills Statement	Student Expectation	Breakout
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(D) recognize and examine global stratification and inequality	(i) recognize global stratification
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(D) recognize and examine global stratification and inequality	(ii) recognize inequality
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(D) recognize and examine global stratification and inequality	(iii) examine global stratification
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(D) recognize and examine global stratification and inequality	(iv) examine inequality

Knowledge and Skills Statement	Student Expectation	Breakout
(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:	(C) discuss the ramifications of stereotyping	(i) discuss the ramifications of stereotyping
(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:	(D) analyze the varying treatment patterns of minority groups such as African American, Asian American, Hispanic American, and American Indian	(i) analyze the varying treatment patterns of minority groups
(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:	(E) explain instances of institutional racism in American society	(i) explain instances of institutional racism in American society

Knowledge and Skills Statement	Student Expectation	Breakout
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	(C) analyze the trends in American society regarding	

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Knowledge and Skills Statement	Student Expectation	Breakout
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens	(i) define different types of government
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens	(ii) differentiate among different types of government
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens	(iii) discuss the legitimacy of those in power

Knowledge and Skills Statement	Student Expectation	Breakout
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens	(iv) discuss the impact of each on its citizens
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(C) trace the changes in ideas about citizenship and participation of different groups through time	(i) trace the changes in ideas about citizenship
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(C) trace the changes in ideas about citizenship and participation of different groups through time	(ii) trace the participation of different groups through time

Knowledge and Skills Statement	Student Expectation	Breakout
(15) Social institutions. The student identifies the basic social institutions of education and religion and explains their influence on society. The student is expected to:	(A) explain functionalist, conflict, and interactionist theories of education	(i) explain functionalist theories of education
(15) Social institutions. The student identifies the basic social institutions of education and religion and explains their influence on society. The student is expected to:	(A) explain functionalist, conflict, and interactionist theories of education	(ii) explain conflict theories of education
(15) Social institutions. The student identifies the basic social institutions of education and religion and explains their influence on society. The student is expected to:	(A) explain functionalist, conflict, and interactionist theories of education	(iii) explain interactionist theories of education
(15) Social institutions. The student identifies the basic social institutions of education and religion and explains their influence on society. The student is expected to:	(B) argue and defend some current issues in American education	(i) argue some current issues in American education

Knowledge and Skills Statement	Student Expectation	Breakout
(16) Social institutions. The student understands the basic social institutions of science and the mass media and their influence on society. The student is expected to:	(A) identify factors that have contributed to the institutionalization of science, explain the norms of scientific research, and explain how these norms differ from the realities of scientific research	(iii) explain how these norms differ from the realities of scientific research
(16) Social institutions. The student understands the basic social institutions of science and the mass media and their influence on society. The student is expected to:	(B) trace major developments in the history of mass media and identify the types of mass media in the United States	(i) trace major developments in the history of mass media
(16) Social institutions. The student understands the basic social institutions of science and the mass media and their influence on society. The student is expected to:	(B) trace major developments in the history of mass media and identify the types of mass media in the United States	(ii) identify the types of mass media in the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(17) Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:	(A) describe the study of demography, the basic demographic concepts, and changes in settlement patterns on society	(iii) describe changes in settlement patterns on society
(17) Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:	(B) explain and critique various theories of population growth and its impact on society	(i) explain various theories of population growth
(17) Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:	(B) explain and critique various theories of population growth and its impact on society	(ii) critique various theories of population growth

Knowledge and Skills Statement	Student Expectation	Breakout
(17) Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:	(B) explain and critique various theories of population growth and its impact on society	(iii) explain [their] impact on society
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(A) compare and contrast various types of collective behavior and social movements and how they affect society	(i) compare and contrast various types of collective behavior
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(A) compare and contrast various types of collective behavior and social movements and how they affect society	(ii) compare and contrast various types of social movements
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(A) compare and contrast various types of collective behavior and social movements and how they affect society	(iii) compare and contrast how they affect society

Knowledge and Skills Statement	Student Expectation	Breakout
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(B) discuss theories that have been developed to explain collective behavior and social movements	(i) discuss theories that have been developed to explain collective behavior
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(B) discuss theories that have been developed to explain collective behavior and social movements	(ii) discuss theories that have been developed to explain social movements
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change	(i) illustrate three social processes that contribute to social change

Knowledge and Skills Statement	Student Expectation	Breakout
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change	(ii) discuss how technology cause[s] cultures to change
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change	(iii) discuss how population cause[s] cultures to change
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change	(iv) discuss how natural environment cause[s] cultures to change

Knowledge and Skills Statement	Student Expectation	Breakout
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:		

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(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change	(vii) evaluate how technology cause[s] cultures to change
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change	(viii) evaluate how population cause[s] cultures to change
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change	(ix) evaluate how natural environment cause[s] cultures to change

Knowledge and Skills Statement	Student Expectation	Breakout
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(C) illustrate three social processes that contribute to social change and discuss and evaluate how technologye tng wore tribute t-5/4ocibut.9(e how)3.5( )45.481 33.w nCexsi nC45.(2Wg8148Pstdi)sesoconis a3 1 Tf 22.413 3 tec(9.6 it.3taw8tl]-4changiontr]-45(d.)-3(-1.5(l)-11.5(ec)-8.55(i)-9.5(al)-11825-6-3(r)-10.41.5(w)-1.825-6-3(r)-1044)]TJ T* [(t expect	

Knowledge and Skills Statement	Student Expectation	Breakout
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(iii) analyze information by identifying cause-and-effect relationships
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(iv) analyze information by comparing

Knowledge and Skills Statement	Student Expectation	Breakout
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a va tJ T* [(f)-3(r)-8t476a va tJ T* [(f)-3(r)-8t476a va tJ T* [(f)-3(r)-8t476a va tJ T* [(f)-3(r)-8t476and us ia tJ Ta tJ T* [(f)-3[(f)-3(1.5(ng s g s g s g 49)[334 742.9492 64.-11.5(i)-1f)-et appllsfinni-thiquilp-ct appla 11.5(r: 26.4 535.2 0.481 33.1611.5(al)-TT3udi)-1(n)413 11.-10.d-11.5(l)-8.5B9(r)-4.5(s)-8.5((om-10.9s)-6[(f)-6 a v)-8.9tJ T*CID [(f)-9 T* bf 0 -6(eque334 68.5()-5.ngg s g 34 68cn /TT2g(f)-)-8.5.5(9)-6 a -		
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a va tJ T* [(f)-3(r)-8t476a va tJ T* [(f)-3(r)-8t476a va tJ T* [(f)-3(r)-8t476a va tJ T* [(f)-3(r)-8t476and us ia tJ Ta tJ T* [(f)-3[(f)-3(1.5(ng s g s g s g 49)[334 742.9492 64.-11.5(i)-1f)-et appllsfinni-		

Knowledge and Skills Statement	Student Expectation	Breakout
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(vii) analyze information by summarizing
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(viii) analyze information by making generalizations and predictions

Knowledge and Skills Statement	Student Expectation	Breakout
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(ix) analyze information by drawing inferences and conclusions
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(C) use appropriate mathematical skills to interpret sociological information	(i) use appropriate mathematical skills to interpret sociological information
(20) Social studies skills. The student communicates in		

Knowledge and Skills Statement	Student Expectation	Breakout
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(i) use standard grammar
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(ii) use standard spelling
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(iii) use standard sentence structure
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:		

Knowledge and Skills Statement	Student Expectation	Breakout
(20) 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
(20) 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
(21) 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:		

Knowledge and Skills Statement	Student Expectation	Breakout
(21) 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:	(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	(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
(21) 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:	(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation	(i) participate in conflict resolution using persuasion
(21) 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:	(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation	(ii) participate in conflict resolution using compromise

Knowledge and Skills Statement	Student Expectation	Breakout
(21) 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:	(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation	(iii) participate in conflict resolution using debate
(21) 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:	(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation	(iv) participate in conflict resolution using negotiation