Texas Essential Knowledge and Skills (TEKS) Breakouts

Subject	**Chapter 113. Texas Essential Knowledge and Skills for Social Studies**
Subchapter	**Subchapter A. Elementary**
Course	**§113.16. Social Studies, Grade 5, Beginning with School Year 2011-2012.**

(a) Introduction.

(1) In Grade 5, students survey the history of the United States from 1565 to the present. Historical content includes the colonial period, the American Revolution, the establishment of the U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries. Students study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students study the fundamental rights guaranteed in the Bill of Rights. Students examine the importance of effective leadership in a constitutional republic and identify important leaders in the national government. Students recite and explain the meaning of the Pledge of Allegiance to the United States Flag. Students describe the cultural impact of various racial, ethnic, and religious groups in the nation and identify the accomplishments of notable individuals in the fields of science and technology. Students explain symbols, traditions, and landmarks that represent American beliefs and principles. Students use critical-thinking skills to sequence, categorize, and summarize information and to draw inferences and conclusions.

(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 documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

(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.

(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.

(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).

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

(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

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

(b) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout
(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain	(i) explain when groups of people explored the United States
(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain	(ii) explain where groups of people explored the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain	(iii) explain why groups of people explored the United States, including the search for religious freedom
(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain	(iv) explain why groups of people explored the United States, including the search for economic gain

Knowledge and Skills Statement	Student Expectation	Breakout
(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain	(v) explain when groups of people colonized the United States
(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain	(vi) explain where groups of people colonized the United States
(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain	(vii) explain why groups of people colonized the United States, including the search for religious freedom

Knowledge and Skills Statement	Student Expectation	Breakout
(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain	(viii) explain why groups of people colonized the United States, including the search for economic gain
(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain	(ix) explain when groups of people settled in the United States
(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain	(x) explain where groups of people settled in the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain	(xi) explain why groups of people settled in the United States, including the search for religious freedom
(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain	(xii) explain why groups of people settled in the United States, including the search for economic gain
(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	(B) describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams	(i) describe the accomplishments of significant individuals during the colonial period, including William Bradford

Knowledge and Skills Statement	Student Expectation	Breakout
(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	(B) describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams	(ii) describe the accomplishments of significant individuals during the colonial period, including Anne Hutchinson
(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	(B) describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams	(iii) describe the accomplishments of significant individuals during the colonial period, including William Penn
(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	(B) describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams	(iv) describe the accomplishments of significant individuals during the colonial period, including John Smith

Knowledge and Skills Statement	Student Expectation	Breakout
(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	(B) describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams	(v) describe the accomplishments of significant individuals during the colonial period, including John Wise
(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	(B) describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams	(vi) describe the accomplishments of significant individuals during the colonial period, including Roger Williams
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party	(i) identify the causes of events prior to the American Revolution, including the French and Indian War

Knowledge and Skills Statement	Student Expectation	Breakout
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party	(ii) identify the effects of events prior to the American Revolution, including the French and Indian War
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party	(iii) identify the causes of events prior to the American Revolution, including the Boston Tea Party
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party	(iv) identify the effects of events prior to the American Revolution, including the Boston Tea Party

Knowledge and Skills Statement	Student Expectation	Breakout
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party	(v) analyze the causes of events prior to the American Revolution, including the French and Indian War
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party	(vi) analyze the effects of events prior to the American Revolution, including the French and Indian War
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party	(vii) analyze the causes of events prior to the American Revolution, including the Boston Tea Party

Knowledge and Skills Statement	Student Expectation	Breakout
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party	(viii) analyze the effects of events prior to the American Revolution, including the Boston Tea Party
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party	(ix) identify the causes of events during the American Revolution
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party	(x) identify the effects of events during the American Revolution

Knowledge and Skills Statement	Student Expectation	Breakout
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party	(xi) analyze the causes of events during the American Revolution
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party	(xii) analyze the effects of events during the American Revolution
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	(i) identify the Founding Fathers, including John Adams

Knowledge and Skills Statement	Student Expectation	Breakout
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	(ii) identify [his] motivations during the revolutionary period
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	(iii) identify [his] contributions during the revolutionary period

Knowledge and Skills Statement	Student Expectation	Breakout
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	(iv) identify the Founding Fathers, including Benjamin Franklin
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	(v) identify [his] motivations during the revolutionary period

Knowledge and Skills Statement	Student Expectation	Breakout
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	(vi) identify [his] contributions during the revolutionary period
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	(vii) identify the Founding Fathers, including Thomas Jefferson

Knowledge and Skills Statement	Student Expectation	Breakout
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	(viii) identify [his] motivations during the revolutionary period
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	(ix) identify [his] contributions during the revolutionary period

Knowledge and Skills Statement	Student Expectation	Breakout
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	(x) identify the Founding Fathers, including George Washington
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	(xi) identify [his] motivations during the revolutionary period

Knowledge and Skills Statement	Student Expectation	Breakout
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	(xii) identify [his] contributions during the revolutionary period
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	(xiii) identify the Patriot heroes, including Samuel Adams

Knowledge and Skills Statement	Student Expectation	Breakout
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	(xiv) identify [his] motivations during the revolutionary period
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	(xv) identify [his] contributions during the revolutionary period

Knowledge and Skills Statement	Student Expectation	Breakout
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	(xvi) identify the Patriot heroes, including Nathan Hale
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	(xvii) identify [his] motivations during the revolutionary period

Knowledge and Skills Statement	Student Expectation	Breakout
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	(xviii) identify [his] contributions during the revolutionary period
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	(xix) identify the Patriot heroes, including the Sons of Liberty

Knowledge and Skills Statement	Student Expectation	Breakout
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	(xx) identify their motivations during the revolutionary period
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	(xxi) identify their contributions during the revolutionary period

Knowledge and Skills Statement	Student Expectation	Breakout
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(C) summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military	(i) summarize the results of the American Revolution, including the establishment of the United States
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(C) summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military	(ii) summarize the results of the American Revolution, including the development of the U.S. military
(3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:	(A) identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation	(i) identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation

Knowledge and Skills Statement	Student Expectation	Breakout
(3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:	(B) identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution	(i) identify the contributions of individuals, including James Madison, who helped create the U.S. Constitution
(3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:	(B) identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution	(ii) identify the contributions of others, who helped create the U.S. Constitution
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(A) describe the causes and effects of the War of 1812	(i) describe the causes of the War of 1812

Knowledge and Skills Statement	Student Expectation	Breakout
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(A) describe the causes and effects of the War of 1812	(ii) describe the effects of the War of 1812
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States	(i) identify how changes resulting from the Industrial Revolution led to conflict among sections of the United States
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States	(ii) explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(C) identify reasons people moved west	(i) identify reasons people moved west

Knowledge and Skills Statement	Student Expectation	Breakout
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(D) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny	(i) identify significant events associated with U.S. territorial expansion, including the Louisiana Purchase
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(D) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny	(ii) identify significant events associated with U.S. territorial expansion, including the expedition of Lewis and Clark
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(D) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny	(iii) identify significant concepts associated with U.S. territorial expansion, including Manifest Destiny

Knowledge and Skills Statement	Student Expectation	Breakout
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution	(i) identify the causes of the Civil War, including sectionalism
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution	(ii) identify the causes of the Civil War, including states' rights

Knowledge and Skills Statement	Student Expectation	Breakout
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution	(iii) identify the causes of the Civil War, including slavery
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution	(iv) identify the effects of the Civil War, including Reconstruction
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution	(v) identify the effects of the Civil War, including the 13th amendment to the U.S. Constitution

Knowledge and Skills Statement	Student Expectation	Breakout
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution	(vi) identify the effects of the Civil War, including the 14th amendment to the U.S. Constitution
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution	(vii) identify the effects of the Civil War, including the 15th amendment to the U.S. Constitution
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(F) explain how industry and the mechanization of agriculture changed the American way of life	(i) explain how industry changed the American way of life

Knowledge and Skills Statement	Student Expectation	Breakout
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(F) explain how industry and the mechanization of agriculture changed the American way of life	(ii) explain how mechanization of agriculture changed the American way of life
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(G) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups	(i) identify the challenges of people from various American Indian groups
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(G) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups	(ii) identify the challenges of people from various immigrant groups

Knowledge and Skills Statement	Student Expectation	Breakout
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(G) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups	(iii) identify the opportunities of people from various American Indian groups
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(G) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups	(iv) identify the opportunities of people from various immigrant groups
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(G) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups	(v) identify the contributions of people from various American Indian groups

Knowledge and Skills Statement	Student Expectation	Breakout
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(G) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups	(vi) identify the contributions of people from various immigrant groups
(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:	(A) analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions	(i) analyze various issues of the 20th century
(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:	(A) analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions	(ii) analyze various events of the 20th century

Knowledge and Skills Statement	Student Expectation	Breakout
(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:	(B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election	(i) analyze various issues of the 21st century
(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:	(B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election	(ii) analyze various events of the 21st century

Knowledge and Skills Statement	Student Expectation	Breakout
(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:	(C) identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics	(i) identify the accomplishments of individuals who have made contributions to society in the areas of civil rights

Knowledge and Skills Statement	Student Expectation	Breakout
(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:	(C) identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics	(ii) identify the accomplishments of individuals who have made contributions to society in the area of women's rights

Knowledge and Skills Statement	Student Expectation	Breakout
(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:	(C) identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics	(iii) identify the accomplishments of individuals who have made contributions to society in the area of military actions

Knowledge and Skills Statement	Student Expectation	Breakout
(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:	(C) identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics	(iv) identify the accomplishments of individuals who have made contributions to society in the area of politics

Knowledge and Skills Statement	Student Expectation	Breakout
(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:	(C) identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics	(v) identify the accomplishments of groups who have made contributions to society in the area of civil rights

Knowledge and Skills Statement	Student Expectation	Breakout
(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:	(C) identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics	(vi) identify the accomplishments of groups who have made contributions to society in the area of women's rights

Knowledge and Skills Statement	Student Expectation	Breakout
(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:	(C) identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics	(vii) identify the accomplishments of groups who have made contributions to society in the area of military actions

Knowledge and Skills Statement	Student Expectation	Breakout
(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:	(C) identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics	(viii) identify the accomplishments of groups who have made contributions to society in the area of politics
(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps	(i) apply geographic tools, including grid systems, to construct maps

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps	(ii) apply geographic tools, including legends, to construct maps
(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps	(iii) apply geographic tools, including symbols, to construct maps
(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps	(iv) apply geographic tools, including scales, to construct maps

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps	(v) apply geographic tools, including compass roses, to construct maps
(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps	(vi) apply geographic tools, including grid systems, to interpret maps
(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps	(vii) apply geographic tools, including legends, to interpret maps

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps	(viii) apply geographic tools, including symbols, to interpret maps
(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps	(ix) apply geographic tools, including scales, to interpret maps
(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps	(x) apply geographic tools, including compass roses, to interpret maps

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(B) translate geographic data into a variety of formats such as raw data to graphs and maps	(i) translate geographic data into a variety of formats
(7) Geography. The student understands the concept of regions in the United States. The student is expected to:	(A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity	(i) describe a variety of regions in the United States that result from patterns of human activity
(7) Geography. The student understands the concept of regions in the United States. The student is expected to:	(B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains	(i) describe a variety of regions in the United States that result from physical characteristics

Knowledge and Skills Statement	Student Expectation	Breakout
(7) Geography. The student understands the concept of regions in the United States. The student is expected to:	(C) locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest	(i) locate on a map important political features
(7) Geography. The student understands the concept of regions in the United States. The student is expected to:	(D) locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains	(i) locate on a map important physical features
(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	(A) identify and describe the types of settlement and patterns of land use in the United States	(i) identify the types of settlement in the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	(A) identify and describe the types of settlement and patterns of land use in the United States	(ii) identify the patterns of land use in the United States
(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	(A) identify and describe the types of settlement and patterns of land use in the United States	(iii) describe the types of settlement in the United States
(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	(A) identify and describe the types of settlement and patterns of land use in the United States	(iv) describe the patterns of land use in the United States
(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present	(i) explain the geographic factors that influence patterns of settlement in the United States, past and present

Knowledge and Skills Statement	Student Expectation	Breakout
(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present	(ii) explain the geographic factors that influence the distribution of population in the United States, past and present
(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	(C) analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present	(i) analyze the reasons for the location of cities in the United States, including capital cities
(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	(C) analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present	(ii) explain their distribution, past and present

Knowledge and Skills Statement	Student Expectation	Breakout
(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:	(A) describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs	(i) describe how people have adapted to their environment in the United States, past and present
(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:	(A) describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs	(ii) describe how people have modified their environment in the United States, past and present
(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:	(A) describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs	(iii) describe why people have adapted to their environment in the United States, past and present

Knowledge and Skills Statement	Student Expectation	Breakout
(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:	(A) describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs	(iv) describe why people have modified their environment in the United States, past and present
(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:	(B) analyze the positive and negative consequences of human modification of the environment in the United States, past and present	(i) analyze the positive consequences of human modification of the environment in the United States, past and present
(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:	(B) analyze the positive and negative consequences of human modification of the environment in the United States, past and present	(ii) analyze the negative consequences of human modification of the environment in the United States, past and present

Knowledge and Skills Statement	Student Expectation	Breakout
(10) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:	(A) explain the economic patterns of early European colonists	(i) explain the economic patterns of early European colonists
(10) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:	(B) identify major industries of colonial America	(i) identify major industries of colonial America
(11) Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:	(A) describe the development of the free enterprise system in colonial America and the United States	(i) describe the development of the free enterprise system in colonial America
(11) Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:	(A) describe the development of the free enterprise system in colonial America and the United States	(ii) describe the development of the free enterprise system in the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(11) Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:	(B) describe how the free enterprise system works in the United States	(i) describe how the free enterprise system works in the United States
(11) Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:	(C) give examples of the benefits of the free enterprise system in the United States	(i) give examples of the benefits of the free enterprise system in the United States
(12) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:	(A) explain how supply and demand affects consumers in the United States	(i) explain how supply and demand affects consumers in the United States
(12) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:	(B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States	(i) evaluate the effects of supply and demand on business in the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(12) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:	(B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States	(ii) evaluate the effects of supply and demand on industry in the United States
(12) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:	(B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States	(iii) evaluate the effects of supply and demand on agriculture, including the plantation system, in the United States
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(A) compare how people in different parts of the United States earn a living, past and present	(i) compare how people in different parts of the United States earn a living, past and present

Knowledge and Skills Statement	Student Expectation	Breakout
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(B) identify and explain how geographic factors have influenced the location of economic activities in the United States	(i) identify how geographic factors have influenced the location of economic activities in the United States
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(B) identify and explain how geographic factors have influenced the location of economic activities in the United States	(ii) explain how geographic factors have influenced the location of economic activities in the United States
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States	(i) analyze the effects of immigration on the economic development of the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States	(ii) analyze the effects of migration on the economic development of the United States
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States	(iii) analyze the effects of limited resources on the economic development of the United States
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States	(iv) analyze the effects of immigration on the economic growth of the United States
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States	(v) analyze the effects of migration on the economic growth of the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States	(vi) analyze the effects of limited resources on the economic growth of the United States
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States	(i) describe the impact of mass production on the economic growth of the United States
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States	(ii) describe the impact of specialization on the economic growth of the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States	(iii) describe the impact of division of labor on the economic growth of the United States
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States	(i) explain the impact of American ideas about progress on the economic development of the United States
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States	(ii) explain the impact of American ideas about equality of opportunity on the economic development of the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States	(iii) explain the impact of American ideas about progress on the economic growth of the United States
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States	(iv) explain the impact of American ideas about equality of opportunity on the economic growth of the United States
(14) Government. The student understands the organization of governments in colonial America. The student is expected to:	(A) identify and compare the systems of government of early European colonists, including representative government and monarchy	(i) identify the systems of government of early European colonists, including representative government

Knowledge and Skills Statement	Student Expectation	Breakout
(14) Government. The student understands the organization of governments in colonial America. The student is expected to:	(A) identify and compare the systems of government of early European colonists, including representative government and monarchy	(ii) identify the systems of government of early European colonists, including monarchy
(14) Government. The student understands the organization of governments in colonial America. The student is expected to:	(A) identify and compare the systems of government of early European colonists, including representative government and monarchy	(iii) compare the systems of government of early European colonists, including representative government and monarchy
(14) Government. The student understands the organization of governments in colonial America. The student is expected to:	(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses	(i) identify examples of representative government in the American colonies, including the Mayflower Compact

Knowledge and Skills Statement	Student Expectation	Breakout
(14) Government. The student understands the organization of governments in colonial America. The student is expected to:	(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses	(ii) identify examples of representative government in the American colonies, including the Virginia House of Burgesses
(15) Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:	(A) identify the key elements and the purposes and explain the importance of the Declaration of Independence	(i) identify the key elements of the Declaration of Independence
(15) Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:	(A) identify the key elements and the purposes and explain the importance of the Declaration of Independence	(ii) identify the purposes of the Declaration of Independence
(15) Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:	(A) identify the key elements and the purposes and explain the importance of the Declaration of Independence	(iii) explain the importance of the Declaration of Independence

Knowledge and Skills Statement	Student Expectation	Breakout
(15) Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:	(B) explain the purposes of the U.S. Constitution as identified in the Preamble	(i) explain the purposes of the U.S. Constitution as identified in the Preamble
(15) Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:	(C) explain the reasons for the creation of the Bill of Rights and its importance	(i) explain the reasons for the creation of the Bill of Rights
(15) Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:	(C) explain the reasons for the creation of the Bill of Rights and its importance	(ii) explain the importance of the Bill of Rights
(16) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:	(A) identify and explain the basic functions of the three branches of government	(i) identify the basic functions of the three branches of government

Knowledge and Skills Statement	Student Expectation	Breakout
(16) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:	(A) identify and explain the basic functions of the three branches of government	(ii) explain the basic functions of the three branches of government
(16) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:	(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution	(i) identify the reasons for the system of checks and balances outlined in the U.S. Constitution
(16) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:	(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution	(ii) describe the system of checks and balances outlined in the U.S. Constitution

Knowledge and Skills Statement	Student Expectation	Breakout
(16) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:	(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system	(i) distinguish between national and state governments
(16) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:	(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system	(ii) compare their responsibilities in the U.S. federal system
(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(A) explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant	(i) explain various patriotic symbols, including Uncle Sam
(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(A) explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant	(ii) explain various political symbols

Knowledge and Skills Statement	Student Expectation	Breakout
(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(B) sing or recite "The Star-Spangled Banner" and explain its history	(i) sing or recite "The Star-Spangled Banner"
(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(B) sing or recite "The Star-Spangled Banner" and explain its history	(ii) explain its history
(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag	(i) recite the Pledge of Allegiance to the United States Flag

Knowledge and Skills Statement	Student Expectation	Breakout
(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag	(ii) explain the meaning of the Pledge of Allegiance to the United States Flag
(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day	(i) describe the origins of national celebrations
(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day	(ii) describe the significance of national celebrations

Knowledge and Skills Statement	Student Expectation	Breakout
(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(E) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore	(i) explain the significance of important landmarks, including the White House
(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(E) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore	(ii) explain the significance of important landmarks, including the Statue of Liberty
(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(E) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore	(iii) explain the significance of important landmarks, including Mount Rushmore

Knowledge and Skills Statement	Student Expectation	Breakout
(18) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:	(A) explain the duty individuals have to participate in civic affairs at the local, state, and national levels	(i) explain the duty individuals have to participate in civic affairs at the local level
(18) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:	(A) explain the duty individuals have to participate in civic affairs at the local, state, and national levels	(ii) explain the duty individuals have to participate in civic affairs at the state level
(18) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:	(A) explain the duty individuals have to participate in civic affairs at the local, state, and national levels	(iii) explain the duty individuals have to participate in civic affairs at the national level
(18) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:	(B) explain how to contact elected and appointed leaders in local, state, and national governments	(i) explain how to contact elected leaders in local, state, and national governments

Knowledge and Skills Statement	Student Expectation	Breakout
(18) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:	(B) explain how to contact elected and appointed leaders in local, state, and national governments	(ii) explain how to contact appointed leaders in local, state, and national governments
(19) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	(A) explain the contributions of the Founding Fathers to the development of the national government	(i) explain the contributions of the Founding Fathers to the development of the national government
(19) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	(B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties	(i) identify past leaders in the national government, including the president

Knowledge and Skills Statement	Student Expectation	Breakout
(19) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	(B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties	(ii) identify past leaders in the national government, including various members of Congress
(19) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	(B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties	(iii) identify past leaders in the national government, including their political parties
(19) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	(B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties	(iv) identify present leaders in the national government, including the president

Knowledge and Skills Statement	Student Expectation	Breakout
(19) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	(B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties	(v) identify present leaders in the national government, including various members of Congress
(19) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	(B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties	(vi) identify presentleaders in the national government, including their political parties
(19) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	(C) identify and compare leadership qualities of national leaders, past and present	(i) identify leadership qualities of national leaders, past and present

Knowledge and Skills Statement	Student Expectation	Breakout
(19) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	(C) identify and compare leadership qualities of national leaders, past and present	(ii) compare leadership qualities of national leaders, past and present
(20) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:	(A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney	(i) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion

Knowledge and Skills Statement	Student Expectation	Breakout
(20) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:	(A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney	(ii) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of speech
(20) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:	(A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney	(iii) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of the press

Knowledge and Skills Statement	Student Expectation	Breakout
(20) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:	(A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney	(iv) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including the right to assemble
(20) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:	(A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney	(v) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including the right to petition the government

Knowledge and Skills Statement	Student Expectation	Breakout
(20) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:	(A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney	(vi) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including the right to keep and bear arms
(20) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:	(A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney	(vii) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including the right to trial by jury

Knowledge and Skills Statement	Student Expectation	Breakout
(20) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:	(A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney	(viii) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including the right to an attorney
(20) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:	(B) describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens	(i) describe various amendments to the U.S. Constitution
(21) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride"	(i) identify significant examples of art from various periods in U.S. history

Knowledge and Skills Statement	Student Expectation	Breakout
(21) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride"	(ii) identify significant examples of music from various periods in U.S. history
(21) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride"	(iii) identify significant examples of literature from various periods in U.S. history
(21) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(B) explain how examples of art, music, and literature reflect the times during which they were created	(i) explain how examples of art reflect the times during which they were created

Knowledge and Skills Statement	Student Expectation	Breakout
(21) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(B) explain how examples of art, music, and literature reflect the times during which they were created	(ii) explain how examples of music reflect the times during which they were created
(21) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(B) explain how examples of art, music, and literature reflect the times during which they were created	(iii) explain how examples of literature reflect the times during which they were created
(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States	(i) identify the similarities and differences within various racial groups in the United States
(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States	(ii) identify the similarities and differences within various ethnic groups in the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States	(iii) identify the similarities and differences within various religious groups in the United States
(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States	(iv) identify the similarities and differences among various racial groups in the United States
(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States	(v) identify the similarities and differences among various ethnic groups in the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States	(vi) identify the similarities and differences within various religious groups in the United States
(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States	(i) describe customs of various racial groups in the United States
(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States	(ii) describe customs of various ethnic groups in the United States
(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States	(iii) describe customs of various religious groups in the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States	(iv) describe traditions of various racial groups in the United States
(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States	(v) describe traditions of various ethnic groups in the United States
(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States	(vi) describe traditions of various religious groups in the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	(C) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity	(i) summarize the contributions of people of various racial groups to our national identity
(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	(C) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity	(ii) summarize the contributions of people of various ethnic groups to our national identity
(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	(C) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity	(iii) summarize the contributions of people of various religious groups to our national identity

Knowledge and Skills Statement	Student Expectation	Breakout
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(A) identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong	(i) identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(A) identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong	(ii) identify the accomplishments of notable individuals in the fields of science and technology, including Eli Whitney

Knowledge and Skills Statement	Student Expectation	Breakout
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(A) identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong	(iii) identify the accomplishments of notable individuals in the fields of science and technology, including John Deere
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(A) identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong	(iv) identify the accomplishments of notable individuals in the fields of science and technology, including Thomas Edison

Knowledge and Skills Statement	Student Expectation	Breakout
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(A) identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong	(v) identify the accomplishments of notable individuals in the fields of science and technology, including Alexander Graham Bell
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(A) identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong	(vi) identify the accomplishments of notable individuals in the fields of science and technology, including George Washington Carver

Knowledge and Skills Statement	Student Expectation	Breakout
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(A) identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong	(vii) identify the accomplishments of notable individuals in the fields of science and technology, including the Wright Brothers
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(A) identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong	(viii) identify the accomplishments of notable individuals in the fields of science and technology, including Neil Armstrong

Knowledge and Skills Statement	Student Expectation	Breakout
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program	(i) identify how scientific discoveries have advanced the economic development of the United States, including the space program
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program	(ii) identify how technological innovations have advanced the economic development of the United States, including the transcontinental railroad

Knowledge and Skills Statement	Student Expectation	Breakout
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program	(iii) identify how technological innovations have advanced the economic development of the United States, including the space program
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program	(iv) identify how the rapid growth of technology industries has advanced the economic development of the United States, including the transcontinental railroad

Knowledge and Skills Statement	Student Expectation	Breakout
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program	(v) identify how the rapid growth of technology industries has advanced the economic development of the United States, including the space program
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States	(i) explain how scientific discoveries in the field of medicine have benefited individuals in the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States	(ii) explain how scientific discoveries in the field of communication have benefited individuals in the United States
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States	(iii) explain how scientific discoveries in the field of transportation have benefited individuals in the United States
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States	(iv) explain how technological innovations in the field of medicine have benefited individuals in the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States	(v) explain how technological innovations in the field of communication have benefited individuals in the United States
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States	(vi) explain how technological innovations in the field of transportation have benefited individuals in the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States	(vii) explain how scientific discoveries in the field of medicine have benefited society in the United States
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States	(viii) explain how scientific discoveries in the field of communication have benefited society in the United States
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States	(ix) explain how scientific discoveries in the field of transportation have benefited society in the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States	(x) explain how technological innovations in the field of medicine have benefited society in the United States
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States	(xi) explain how technological innovations in the field of communication have benefited society in the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States	(xii) explain how technological innovations in the field of transportation have benefited society in the United States
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(D) predict how future scientific discoveries and technological innovations could affect society in the United States	(i) predict how future scientific discoveries could affect society in the United States
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(D) predict how future scientific discoveries and technological innovations could affect society in the United States	(ii) predict how future technological innovations could affect society in the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(24) 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:	(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States	(i) differentiate between valid primary and secondary sources to acquire information about the United States
(24) 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:	(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States	(ii) locate valid primary sources to acquire information about the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(24) 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:	(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States	(iii) locate valid secondary sources to acquire information about the United States
(24) 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:	(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States	(iv) use valid primary sources to acquire information about the United States

Knowledge and Skills Statement	Student Expectation	Breakout
(24) 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:	(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States	(v) use valid secondary sources to acquire information about the United States
(24) 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	(i) analyze information by sequencing

Knowledge and Skills Statement	Student Expectation	Breakout
(24) 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	(ii) analyze information by categorizing
(24) 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

Knowledge and Skills Statement	Student Expectation	Breakout
(24) 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
(24) 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	(v) analyze information by contrasting

Knowledge and Skills Statement	Student Expectation	Breakout
(24) 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	(vi) analyze information by finding the main idea
(24) 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

Knowledge and Skills Statement	Student Expectation	Breakout
(24) 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
(24) 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
(24) 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) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps	(i) organize information in outlines

Knowledge and Skills Statement	Student Expectation	Breakout
(24) 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) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps	(ii) organize information in reports
(24) 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) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps	(iii) organize information in databases
(24) 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) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps	(iv) organize information in visuals, including graphs

Knowledge and Skills Statement	Student Expectation	Breakout
(24) 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) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps	(v) organize information in visuals, including charts
(24) 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) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps	(vi) organize information in visuals, including timelines
(24) 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) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps	(vii) organize information in visuals, including maps

Knowledge and Skills Statement	Student Expectation	Breakout
(24) 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) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps	(viii) interpret information in outlines
(24) 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) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps	(ix) interpret information in reports
(24) 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) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps	(x) interpret information in databases

Knowledge and Skills Statement	Student Expectation	Breakout
(24) 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) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps	(xi) interpret information in visuals, including graphs
(24) 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) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps	(xii) interpret information in visuals, including charts
(24) 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) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps	(xiii) interpret information in visuals, including timelines

Knowledge and Skills Statement	Student Expectation	Breakout
(24) 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) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps	(xiv) interpret information in visuals, including maps
(24) 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:	(D) identify different points of view about an issue, topic, or current event	(i) identify different points of view about an issue, topic, or current event
(24) 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:	(E) identify the historical context of an event	(i) identify the historical context of an event
(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(A) use social studies terminology correctly	(i) use social studies terminology correctly

Knowledge and Skills Statement	Student Expectation	Breakout
(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) incorporate main and supporting ideas in verbal and written communication	(i) incorporate main ideas in verbal communication
(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) incorporate main and supporting ideas in verbal and written communication	(ii) incorporate main ideas in written communication
(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) incorporate main and supporting ideas in verbal and written communication	(iii) incorporate supporting ideas in verbal communication
(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) incorporate main and supporting ideas in verbal and written communication	(iv) incorporate supporting ideas in written communication

Knowledge and Skills Statement	Student Expectation	Breakout
(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) express ideas orally based on research and experiences	(i) express ideas orally based on research
(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) express ideas orally based on research and experiences	(ii) express ideas orally based on experiences
(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies	(i) create written material
(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies	(ii) create visual material

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

Knowledge and Skills Statement	Student Expectation	Breakout
(26) 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
(26) 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