

HIGH SCHOOL SOCIAL STUDIES SKILLS MATRIX

Blue Font- **New Student Expectation**
 Green Font- **Revised Student Expectation**
 Black Font- **Unchanged Student Expectation**

World Geography Studies	World History Studies	United States History Studies Since 1877	Economics with Emphasis on the Free Enterprise System and Its Benefits	United States Government
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CRITICAL THINKING SKILLS				
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<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:</p>
<p>STUDENT EXPECTATIONS: (21)(A) analyze and evaluate a variety of sources of geographic information such as primary and secondary sources, aerial photographs, and maps for validity, utility, credibility, bias, and accuracy; (21)(B) identify places of contemporary geopolitical significance on a map; (21)(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change; (21)(D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time; (21)(E) identify different points of view about an issue or current topic; and (21)(F) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.</p>	<p>STUDENT EXPECTATIONS: (28)(A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence; (28)(B) explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events; (28)(C) analyze primary and secondary sources to determine frame of reference, historical context, and point of view; (28)(D) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy; (28)(E) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time; and (28)(F) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.</p>	<p>STUDENT EXPECTATIONS: (28)(A) analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions; (28)(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions; (28)(C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence; (28)(D) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy; (28)(E) identify bias and support with historical evidence a point of view on a social studies issue or event; and (28)(F) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.</p>	<p>STUDENT EXPECTATIONS: (21)(A) analyze economic 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; (21)(B) create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to analyze economic concepts or issues; (21)(C) explain a point of view on an economic issue; (21)(D) analyze and evaluate a variety of economic information from primary and secondary sources for validity, credibility, accuracy, bias, propaganda, point of view, and frame of reference; (21)(E) evaluate economic data using charts, tables, graphs, and maps; (21)(F) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.</p>	<p>STUDENT EXPECTATIONS: (19)(A) 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; (19)(B) create a product on a contemporary government issue or topic using critical methods of inquiry; (19)(C) analyze and defend a point of view on a current political issue; (19)(D) analyze and evaluate a variety of historical and contemporary sources for validity of information, arguments, counterarguments, credibility, accuracy, bias, propaganda, point of view, and frame of reference; (19)(E) evaluate government data using charts, tables, graphs, and maps; and (19)(F) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.</p>

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COMMUNICATION SKILLS				
KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:				
<p>STUDENT EXPECTATIONS: (22)(A) create appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;</p> <p>(22)(B) generate summaries, generalizations, and thesis statements supported by evidence;</p> <p>(22)(C) use social studies terminology correctly;</p> <p>(22)(D) create original work using effective written communication skills, including proper citations and understanding and avoiding plagiarism; and</p> <p>(22)(E) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.</p>	<p>STUDENT EXPECTATIONS: (30)(A) use social studies terminology correctly;</p> <p>(30)(B) use effective written communication skills, including proper citations and avoiding plagiarism;</p> <p>(30)(C) interpret and create written, oral, and visual presentations of social studies information ; and</p> <p>(30)(D) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.</p>	<p>STUDENT EXPECTATIONS: (29)(A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism;</p> <p>(29)(B) use social studies terminology correctly; and</p> <p>(29)(C) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.</p>	<p>STUDENT EXPECTATIONS: (22)(A) use social studies terminology correctly;</p> <p>(22)(B) create written, oral, and visual presentations of economic information using effective communication skills, including proper citations and avoiding plagiarism; and</p> <p>(22)(C) apply foundational language skills to engage in civil discourse about economics topics, including those with multiple perspectives.</p>	<p>STUDENT EXPECTATIONS: (20)(A) use social studies terminology correctly;</p> <p>(20)(B) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism; and</p> <p>(20)(C) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.</p>

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GEOGRAPHY SKILLS				
NOTE: In addition to the skills student expectations below, each course contains a geography content strand with student expectations focused on geography.				
	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:</p> <p>STUDENT EXPECTATIONS: (29)(A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and (29)(B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>STUDENT EXPECTATIONS: (30)(A) create a visual representation of historical information such as thematic maps, graphs, and charts; and (30)(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.</p>		

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PROBLEM-SOLVING SKILLS				
<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes 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.</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:</p>
<p>STUDENT EXPECTATIONS: (23)(A) explain governmental and democratic processes such as voting, due process, and caucuses using simulations and models;</p> <p>(23)(B) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results;</p> <p>(23)(C) use case studies and GIS to identify contemporary challenges and to answer real-world questions; and</p> <p>(23)(D) use problem-solving and decision-making processes 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.</p>	<p>STUDENT EXPECTATIONS: (31)(A) explain governmental and democratic processes such as voting, due process, and caucuses using simulations and models; and</p> <p>(31)(B) use problem-solving and decision-making processes 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.</p>	<p>STUDENT EXPECTATIONS: (31)(A) describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models; and</p> <p>(31)(B) use problem-solving and decision-making processes 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.</p>		<p>STUDENT EXPECTATIONS: (21)(A) explain governmental and democratic processes such as voting, due process, and caucuses using simulations and models; and</p> <p>(21)(B) use problem-solving and decision-making processes 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.</p>

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	<div style="background-color: black; color: white; padding: 2px;">Personal Financial Literacy and Economics</div> <div style="background-color: orange; padding: 2px;">Personal Financial Literacy Skills</div> <div style="background-color: #cccccc; padding: 2px;"> KNOWLEDGE AND SKILL STATEMENT: Personal financial literacy skills. The student understands how to set personal financial goals. The student is expected to: </div> <div style="padding: 2px;"> STUDENT EXPECTATIONS: (10)(A) use problem-solving and decision-making processes 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; (10)(B) develop a budget that addresses short-, medium-, and long-term financial goals; and (10)(C) explain why earning income, spending, credit, debt, saving and investing, and protecting and insuring assets are important parts of a comprehensive financial plan and develop a plan that incorporates these components. </div>
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