

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
CRITICAL THINKING SKILLS				
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>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 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>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>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>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>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>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 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; 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>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: (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; (22)(B) generate summaries, generalizations, and thesis statements supported by evidence; (22)(C) use social studies terminology correctly; (22)(D) create original work using effective written communication skills, including proper citations and understanding and avoiding plagiarism; and (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; (30)(B) use effective written communication skills, including proper citations and avoiding plagiarism; (30)(C) interpret and create written, oral, and visual presentations of social studies information ; and (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; (29)(B) use social studies terminology correctly; and (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; (22)(B) create written, oral, and visual presentations of economic information using effective communication skills, including proper citations and avoiding plagiarism; and (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; (20)(B) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism; and (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>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: (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>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; (23)(B) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results; (23)(C) use case studies and GIS to identify contemporary challenges and to answer real-world questions; and (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 (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 (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 (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>

Personal Financial Literacy and Economics

Personal Financial Literacy Skills

KNOWLEDGE AND SKILL STATEMENT: Personal financial literacy skills. The student understands how to set personal financial goals. The student is expected to:

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.