

<b>Texas Essential Knowledge and Skills (TEKS) Breakouts</b>	
<b>Subject</b>	<b>Chapter 113. Texas Essential Knowledge and Skills for Social Studies</b>
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>
<b>Course</b>	<b>§113.14. Social Studies, Grade 3, Beginning with School Year 2011-2012.</b>
<b>(a) Introduction.</b>	
<p>(1) In Grade 3, students learn how diverse individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, new technologies, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals.</p>	
<p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies, founding documents, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.</p>	
<p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	
<p>(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.</p>	
<p>(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).</p>	
<p>(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.</p>	

(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

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

**(b) Knowledge and Skills.**

Knowledge and Skills Statement	Student Expectation	Breakout
(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:	(A) describe how individuals, events, and ideas have changed communities, past and present	(i) describe how individuals have changed communities, past and present
(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:	(A) describe how individuals, events, and ideas have changed communities, past and present	(ii) describe how events have changed communities, past and present

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:</p>	<p>(A) describe how individuals, events, and ideas have changed communities, past and present</p>	<p>(iii) describe how ideas have changed communities, past and present</p>
<p>(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:</p>	<p>(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities</p>	<p>(i) identify individuals, including Pierre-Charles L'Enfant, who have helped to shape communities</p>
<p>(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:</p>	<p>(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities</p>	<p>(ii) identify individuals, including Benjamin Banneker, who have helped to shape communities</p>

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<p>(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:</p>	<p>(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities</p>	<p>(iii) identify individuals, including Benjamin Franklin, who have helped to shape communities</p>
<p>(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:</p>	<p>(C) describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities</p>	<p>(i) describe how individuals, including Daniel Boone, have contributed to the expansion of existing communities or to the creation of new communities</p>
<p>(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:</p>	<p>(C) describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities</p>	<p>(ii) describe how individuals, including Christopher Columbus, have contributed to the expansion of existing communities or to the creation of new communities</p>

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<p>(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:</p>	<p>(C) describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities</p>	<p>(iii) describe how individuals, including the Founding Fathers, have contributed to the expansion of existing communities or to the creation of new communities</p>
<p>(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:</p>	<p>(C) describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities</p>	<p>(iv) describe how individuals, including Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities</p>
<p>(2) History. The student understands common characteristics of communities, past and present. The student is expected to:</p>	<p>(A) identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being</p>	<p>(i) identify reasons people have formed communities, including a need for security</p>

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<p>(2) History. The student understands common characteristics of communities, past and present. The student is expected to:</p>	<p>(A) identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being</p>	<p>(ii) identify reasons people have formed communities, including a need for religious freedom</p>
<p>(2) History. The student understands common characteristics of communities, past and present. The student is expected to:</p>	<p>(A) identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being</p>	<p>(iii) identify reasons people have formed communities, including a need for law</p>
<p>(2) History. The student understands common characteristics of communities, past and present. The student is expected to:</p>	<p>(A) identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being</p>	<p>(iv) identify reasons people have formed communities, including a need for material well-being</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(2) History. The student understands common characteristics of communities, past and present. The student is expected to:	(B) identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation	(i) identify ways in which people in the local community and other communities meet their needs for government
(2) History. The student understands common characteristics of communities, past and present. The student is expected to:	(B) identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation	(ii) identify ways in which people in the local community and other communities meet their needs for education
(2) History. The student understands common characteristics of communities, past and present. The student is expected to:	(B) identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation	(iii) identify ways in which people in the local community and other communities meet their needs for communication

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(2) History. The student understands common characteristics of communities, past and present. The student is expected to:	(B) identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation	(iv) identify ways in which people in the local community and other communities meet their needs for transportation
(2) History. The student understands common characteristics of communities, past and present. The student is expected to:	(B) identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation	(v) identify ways in which people in the local community and other communities meet their needs for recreation
(2) History. The student understands common characteristics of communities, past and present. The student is expected to:	(C) compare ways in which various other communities meet their needs	(i) compare ways in which various other communities meet their needs

Knowledge and Skills Statement	Student Expectation	Breakout
(3) History. The student understands the concepts of time and chronology. The student is expected to:	(A) use vocabulary related to chronology, including past, present, and future times	(i) use vocabulary related to chronology, including past times
(3) History. The student understands the concepts of time and chronology. The student is expected to:	(A) use vocabulary related to chronology, including past, present, and future times	(ii) use vocabulary related to chronology, including present times
(3) History. The student understands the concepts of time and chronology. The student is expected to:	(A) use vocabulary related to chronology, including past, present, and future times	(iii) use vocabulary related to chronology, including future times
(3) History. The student understands the concepts of time and chronology. The student is expected to:	(B) create and interpret timelines	(i) create timelines

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(3) History. The student understands the concepts of time and chronology. The student is expected to:	(B) create and interpret timelines	(ii) interpret timelines
(3) History. The student understands the concepts of time and chronology. The student is expected to:	(C) apply the terms year, decade, and century to describe historical times	(i) apply the term year to describe historical times
(3) History. The student understands the concepts of time and chronology. The student is expected to:	(C) apply the terms year, decade, and century to describe historical times	(ii) apply the term decade to describe historical times
(3) History. The student understands the concepts of time and chronology. The student is expected to:	(C) apply the terms year, decade, and century to describe historical times	(iii) apply the term century to describe historical times

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<p>(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</p>	<p>(A) describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards</p>	<p>(i) describe variations in the physical environment, including climate</p>
<p>(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</p>	<p>(A) describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards</p>	<p>(ii) describe variations in the physical environment, including landforms</p>
<p>(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</p>	<p>(A) describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards</p>	<p>(iii) describe variations in the physical environment, including natural resources</p>

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<p>(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</p>	<p>(A) describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards</p>	<p>(iv) describe variations in the physical environment, including natural hazards</p>
<p>(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</p>	<p>(A) describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards</p>	<p>(v) explain variations in the physical environment, including climate</p>
<p>(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</p>	<p>(A) describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards</p>	<p>(vi) explain variations in the physical environment, including landforms</p>

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<p>(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</p>	<p>(A) describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards</p>	<p>(vii) explain variations in the physical environment, including natural resources</p>
<p>(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</p>	<p>(A) describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards</p>	<p>(viii) explain variations in the physical environment, including natural hazards</p>
<p>(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</p>	<p>(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains</p>	<p>(i) identify how people in different communities adapt to or modify the physical environment in which they live</p>

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(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:	(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains	(ii) compare how people in different communities adapt to or modify the physical environment in which they live
(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:	(C) describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape	(i) describe the effects of physical processes in shaping the landscape
(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:	(D) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape	(i) describe the effects of human processes in shaping the landscape
(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:	(E) identify and compare the human characteristics of various regions	(i) identify the human characteristics of various regions

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<p>(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</p>	<p>(E) identify and compare the human characteristics of various regions</p>	<p>(ii) compare the human characteristics of various regions</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(A) use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community</p>	<p>(i) use cardinal directions to locate places on maps in relation to the local community</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(A) use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community</p>	<p>(ii) use cardinal directions to locate places on globes in relation to the local community</p>

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<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(A) use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community</p>	<p>(iii) use intermediate directions to locate places on maps in relation to the local community</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(A) use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community</p>	<p>(iv) use intermediate directions to locate places on globes in relation to the local community</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(B) use a scale to determine the distance between places on maps and globes</p>	<p>(i) use a scale to determine the distance between places on maps</p>

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<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(B) use a scale to determine the distance between places on maps and globes</p>	<p>(ii) use a scale to determine the distance between places on globes</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes</p>	<p>(i) identify the compass rose to locate places on maps</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes</p>	<p>(ii) identify the compass rose to locate places on globes</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes</p>	<p>(iii) identify the grid system to locate places on maps</p>

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<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes</p>	<p>(iv) identify the grid system to locate places on globes</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes</p>	<p>(v) identify the symbols to locate places on maps</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes</p>	<p>(vi) identify the symbols to locate places on globes</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes</p>	<p>(vii) use the compass rose to locate places on maps</p>

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<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes</p>	<p>(viii) use the compass rose to locate places on globes</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes</p>	<p>(ix) use the grid system to locate places on maps</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes</p>	<p>(x) use the grid system to locate places on globes</p>

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(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:	(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes	(xi) use the symbols to locate places on maps
(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:	(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes	(xii) use the symbols to locate places on globes
(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:	(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system	(i) create maps of places that contain map elements, including a title
(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:	(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system	(ii) create maps of places that contain map elements, including a compass rose

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<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</p>	<p>(iii) create maps of places that contain map elements, including a legend</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</p>	<p>(iv) create maps of places that contain map elements, including a scale</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</p>	<p>(v) create maps of places that contain map elements, including a grid system</p>

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<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</p>	<p>(vi) create maps of regions that contain map elements, including a title</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</p>	<p>(vii) create maps of regions that contain map elements, including a compass rose</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</p>	<p>(viii) create maps of regions that contain map elements, including a legend</p>

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<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</p>	<p>(ix) create maps of regions that contain map elements, including a scale</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</p>	<p>(x) create maps of regions that contain map elements, including a grid system</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</p>	<p>(xi) interpret maps of places that contain map elements, including a title</p>

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<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</p>	<p>(xii) interpret maps of places that contain map elements, including a compass rose</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</p>	<p>(xiii) interpret maps of places that contain map elements, including a legend</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</p>	<p>(xiv) interpret maps of places that contain map elements, including a scale</p>

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<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</p>	<p>(xv) interpret maps of places that contain map elements, including a grid system</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</p>	<p>(xvi) interpret maps of regions that contain map elements, including a title</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</p>	<p>(xvii) interpret maps of regions that contain map elements, including a compass rose</p>

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<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</p>	<p>(xviii) interpret maps of regions that contain map elements, including a legend</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</p>	<p>(xix) interpret maps of regions that contain map elements, including a scale</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p>(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</p>	<p>(xx) interpret maps of regions that contain map elements, including a grid system</p>
<p>(6) Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:</p>	<p>(A) identify ways of earning, spending, saving, and donating money</p>	<p>(i) identify ways of earning money</p>

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(6) Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:	(A) identify ways of earning, spending, saving, and donating money	(ii) identify ways of spending money
(6) Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:	(A) identify ways of earning, spending, saving, and donating money	(iii) identify ways of saving money
(6) Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:	(A) identify ways of earning, spending, saving, and donating money	(iv) identify ways of donating money
(6) Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:	(B) create a simple budget that allocates money for spending, saving, and donating	(i) create a simple budget that allocates money for spending, saving, and donating

Knowledge and Skills Statement	Student Expectation	Breakout
(7) Economics. The student understands the concept of the free enterprise system. The student is expected to:	(A) define and identify examples of scarcity	(i) define scarcity
(7) Economics. The student understands the concept of the free enterprise system. The student is expected to:	(A) define and identify examples of scarcity	(ii) identify examples of scarcity
(7) Economics. The student understands the concept of the free enterprise system. The student is expected to:	(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services	(i) explain the impact of scarcity on the production of goods
(7) Economics. The student understands the concept of the free enterprise system. The student is expected to:	(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services	(ii) explain the impact of scarcity on the production of services

Knowledge and Skills Statement	Student Expectation	Breakout
(7) Economics. The student understands the concept of the free enterprise system. The student is expected to:	(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services	(iii) explain the impact of scarcity on the distribution of goods
(7) Economics. The student understands the concept of the free enterprise system. The student is expected to:	(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services	(iv) explain the impact of scarcity on the distribution of services
(7) Economics. The student understands the concept of the free enterprise system. The student is expected to:	(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services	(v) explain the impact of scarcity on consumption of goods
(7) Economics. The student understands the concept of the free enterprise system. The student is expected to:	(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services	(vi) explain the impact of scarcity on consumption of services

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) Economics. The student understands the concept of the free enterprise system. The student is expected to:</p>	<p>(C) explain the concept of a free market as it relates to the U.S. free enterprise system</p>	<p>(i) explain the concept of a free market as it relates to the U.S. free enterprise system</p>
<p>(8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:</p>	<p>(A) identify examples of how a simple business operates</p>	<p>(i) identify examples of how a simple business operates</p>
<p>(8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:</p>	<p>(B) explain how supply and demand affect the price of a good or service</p>	<p>(i) explain how supply and demand affect the price of a good or service</p>
<p>(8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:</p>	<p>(C) explain how the cost of production and selling price affect profits</p>	<p>(i) explain how the cost of production affect[s] profits</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:	(C) explain how the cost of production and selling price affect profits	(ii) explain how selling price affect[s] profits
(8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:	(D) explain how government regulations and taxes impact consumer costs	(i) explain how government regulations impact consumer costs
(8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:	(D) explain how government regulations and taxes impact consumer costs	(ii) explain how taxes impact consumer costs

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:</p>	<p>(E) identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses</p>	<p>(i) identify individuals, past and present, including Henry Ford, who have started new businesses</p>
<p>(8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:</p>	<p>(E) identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses</p>	<p>(ii) identify individuals, past and present, including other entrepreneurs in the community, who have started new businesses</p>
<p>(9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:</p>	<p>(A) describe the basic structure of government in the local community, state, and nation</p>	<p>(i) describe the basic structure of government in the local community</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:	(A) describe the basic structure of government in the local community, state, and nation	(ii) describe the basic structure of government in the state
(9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:	(A) describe the basic structure of government in the local community, state, and nation	(iii) describe the basic structure of government in the nation
(9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:	(B) identify local, state, and national government officials and explain how they are chosen	(i) identify local government officials
(9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:	(B) identify local, state, and national government officials and explain how they are chosen	(ii) identify state government officials

Knowledge and Skills Statement	Student Expectation	Breakout
(9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:	(B) identify local, state, and national government officials and explain how they are chosen	(iii) identify national government officials
(9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:	(B) identify local, state, and national government officials and explain how they are chosen	(iv) explain how they are chosen
(9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:	(C) identify services commonly provided by local, state, and national governments	(i) identify services commonly provided by local governments
(9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:	(C) identify services commonly provided by local, state, and national governments	(ii) identify services commonly provided by state governments

Knowledge and Skills Statement	Student Expectation	Breakout
(9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:	(C) identify services commonly provided by local, state, and national governments	(iii) identify services commonly provided by national governments
(9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:	(D) explain how local, state, and national government services are financed	(i) explain how local government services are financed
(9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:	(D) explain how local, state, and national government services are financed	(ii) explain how state government services are financed
(9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:	(D) explain how local, state, and national government services are financed	(iii) explain how national government services are financed

Knowledge and Skills Statement	Student Expectation	Breakout
(10) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:	(A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights	(i) identify the purposes of the Declaration of Independence
(10) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:	(A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights	(ii) identify the purposes of the U.S. Constitution, including the Bill of Rights
(10) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:	(B) describe and explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government	(i) describe the concept of "consent of the governed" as it relates to the functions of local, state, and national government

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:</p>	<p>(B) describe and explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government</p>	<p>(ii) explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government</p>
<p>(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:</p>	<p>(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</p>	<p>(i) identify characteristics of good citizenship, including truthfulness</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:</p>	<p>(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</p>	<p>(ii) identify characteristics of good citizenship, including justice</p>
<p>(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:</p>	<p>(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</p>	<p>(iii) identify characteristics of good citizenship, including equality</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:</p>	<p>(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</p>	<p>(iv) identify characteristics of good citizenship, including respect for oneself</p>
<p>(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:</p>	<p>(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</p>	<p>(v) identify characteristics of good citizenship, including respect for others</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:</p>	<p>(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</p>	<p>(vi) identify characteristics of good citizenship, including responsibility in daily life</p>
<p>(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:</p>	<p>(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</p>	<p>(vii) identify characteristics of good citizenship, including participation in government by educating oneself about the issues</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:</p>	<p>(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</p>	<p>(viii) identify characteristics of good citizenship, including participation in government by respectfully holding public officials to their word</p>
<p>(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:</p>	<p>(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</p>	<p>(ix) identify characteristics of good citizenship, including participation in government by voting</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:	(B) identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship	(i) identify historical figures who exemplify good citizenship
(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:	(B) identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship	(ii) identify contemporary figures who exemplify good citizenship
(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:	(C) identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting	(i) identify individual acts of civic responsibility, including obeying laws

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:</p>	<p>(C) identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting</p>	<p>(ii) identify individual acts of civic responsibility, including serving the community</p>
<p>(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:</p>	<p>(C) identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting</p>	<p>(iii) identify individual acts of civic responsibility, including serving on a jury</p>
<p>(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:</p>	<p>(C) identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting</p>	<p>(iv) identify individual acts of civic responsibility, including voting</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:</p>	<p>(C) identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting</p>	<p>(v) explain the importance of individual acts of civic responsibility, including obeying laws</p>
<p>(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:</p>	<p>(C) identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting</p>	<p>(vi) explain the importance of individual acts of civic responsibility, including serving the community</p>
<p>(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:</p>	<p>(C) identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting</p>	<p>(vii) explain the importance of individual acts of civic responsibility, including serving on a jury</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:</p>	<p>(C) identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting</p>	<p>(viii) explain the importance of individual acts of civic responsibility, including voting</p>
<p>(12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:</p>	<p>(A) give examples of community changes that result from individual or group decisions</p>	<p>(i) give examples of community changes that result from individual or group decisions</p>
<p>(12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:</p>	<p>(B) identify examples of actions individuals and groups can take to improve the community</p>	<p>(i) identify examples of actions individuals can take to improve the community</p>
<p>(12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:</p>	<p>(B) identify examples of actions individuals and groups can take to improve the community</p>	<p>(ii) identify examples of actions groups can take to improve the community</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:</p>	<p>(C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good</p>	<p>(i) identify examples of nonprofit and/or civic organizations</p>
<p>(12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:</p>	<p>(C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good</p>	<p>(ii) explain how they serve the common good</p>
<p>(13) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:</p>	<p>(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities</p>	<p>(i) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(13) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:</p>	<p>(B) compare ethnic and/or cultural celebrations in the local community with other communities</p>	<p>(i) compare ethnic and/or cultural celebrations in the local community with other communities</p>
<p>(14) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:</p>	<p>(A) identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes</p>	<p>(i) identify the heroic deeds of state and national heroes, including Hector P. Garcia</p>
<p>(14) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:</p>	<p>(A) identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes</p>	<p>(ii) identify the heroic deeds of state and national heroes, including James A. Lovell</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(14) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:</p>	<p>(A) identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes</p>	<p>(iii) compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals</p>
<p>(14) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:</p>	<p>(B) identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains</p>	<p>(i) identify heroic deeds of individuals, including military and first responders</p>
<p>(14) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:</p>	<p>(B) identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains</p>	<p>(ii) analyze the heroic deeds of individuals, including military and first responders</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(15) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:</p>	<p>(A) identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities</p>	<p>(i) identify various individual writers and their stories from various communities</p>
<p>(15) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:</p>	<p>(A) identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities</p>	<p>(ii) identify various individual writers and their poems from various communities</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(15) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:</p>	<p>(A) identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities</p>	<p>(iii) identify various individual artists and their statues from various communities</p>
<p>(15) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:</p>	<p>(A) identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities</p>	<p>(iv) identify various individual individual artists and their paintings from various communities</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(15) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:</p>	<p>(A) identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities</p>	<p>(v) identify other examples of cultural heritage from various communities</p>
<p>(15) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:</p>	<p>(B) explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities</p>	<p>(i) explain the significance of various individual writers and their stories to various communities</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(15) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:</p>	<p>(B) explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities</p>	<p>(ii) explain the significance of various individual writers and their poems to various communities</p>
<p>(15) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:</p>	<p>(B) explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities</p>	<p>(iii) explain the significance of various individual artists and their statues to various communities</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(15) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:</p>	<p>(B) explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities</p>	<p>(iv) explain the significance of various individual artists and their paintings to various communities</p>
<p>(15) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:</p>	<p>(B) explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities</p>	<p>(v) explain the significance of other examples of cultural heritage to various communities</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(16) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:</p>	<p>(A) identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur</p>	<p>(i) identify scientists and inventors, including Jonas Salk</p>
<p>(16) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:</p>	<p>(A) identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur</p>	<p>(ii) identify scientists and inventors, including Maria Mitchell</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(16) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:</p>	<p>(A) identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur</p>	<p>(iii) identify scientists and inventors, including others who have discovered scientific breakthroughs or created or invented new technology</p>
<p>(16) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:</p>	<p>(B) identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities</p>	<p>(i) identify the impact of scientific breakthroughs in pasteurization on various communities</p>
<p>(16) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:</p>	<p>(B) identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities</p>	<p>(ii) identify the impact of scientific breakthroughs in medical vaccines on various communities</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(16) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:</p>	<p>(B) identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities</p>	<p>(iii) identify the impact of new technology in computers on various communities</p>
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(i) research information, including historical events, about the community, using a variety of valid print resources</p>
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(ii) research information, including historical events, about the community, using a variety of valid oral resources</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(iii) research information, including historical events, about the community, using a variety of valid visual resources</p>
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(iv) research information, including historical events, about the community, using a variety of valid Internet resources</p>
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(v) research information, including historical events, about the world, using a variety of valid print resources</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(vi) research information, including historical events, about the world, using a variety of valid oral resources</p>
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(vii) research information, including historical events, about the world, using a variety of valid visual resources</p>
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(viii) research information, including historical events, about the world, using a variety of valid Internet resources</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(ix) research information, including current events, about the community, using a variety of valid print resources</p>
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(x) research information, including current events, about the community, using a variety of valid oral resources</p>
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(xi) research information, including current events, about the community, using a variety of valid visual resources</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(xii) research information, including current events, about the community, using a variety of valid Internet resources</p>
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(xiii) research information, including current events, about the world, using a variety of valid print resources</p>
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(xiv) research information, including current events, about the world, using a variety of valid oral resources</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(xv) research information, including current events, about the world, using a variety of valid visual resources</p>
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(xvi) research information, including current events, about the world, using a variety of valid Internet resources</p>
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(xvii) research information, including geographic data, about the community, using a variety of valid print resources</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(xviii) research information, including geographic data, about the community, using a variety of valid oral resources</p>
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(xix) research information, including geographic data, about the community, using a variety of valid visual resources</p>
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(xx) research information, including geographic data, about the community, using a variety of valid Internet resources</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(xxi) research information, including geographic data, about the world, using a variety of valid print resources</p>
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(xxii) research information, including geographic data, about the world, using a variety of valid oral resources</p>
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(xxiii) research information, including geographic data, about the world, using a variety of valid visual resources</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) 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:</p>	<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</p>	<p>(xxiv) research information, including geographic data, about the world, using a variety of valid Internet resources</p>
<p>(17) 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:</p>	<p>(B) sequence and categorize information</p>	<p>(i) sequence information</p>
<p>(17) 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:</p>	<p>(B) sequence and categorize information</p>	<p>(ii) categorize information</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) 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:</p>	<p>(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</p>	<p>(i) interpret oral material by identifying the main idea</p>
<p>(17) 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:</p>	<p>(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</p>	<p>(ii) interpret oral material by distinguishing between fact and opinion</p>
<p>(17) 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:</p>	<p>(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</p>	<p>(iii) interpret oral material by identifying the cause</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) 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:</p>	<p>(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</p>	<p>(iv) interpret oral material by identifying the effect</p>
<p>(17) 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:</p>	<p>(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</p>	<p>(v) interpret oral material by comparing and contrasting</p>
<p>(17) 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:</p>	<p>(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</p>	<p>(vi) interpret visual material by identifying the main idea</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) 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:</p>	<p>(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</p>	<p>(vii) interpret visual material by distinguishing between fact and opinion</p>
<p>(17) 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:</p>	<p>(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</p>	<p>(viii) interpret visual material by identifying the cause</p>
<p>(17) 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:</p>	<p>(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</p>	<p>(ix) interpret visual material by identifying the effect</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) 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:</p>	<p>(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</p>	<p>(x) interpret visual material by comparing and contrasting</p>
<p>(17) 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:</p>	<p>(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</p>	<p>(xi) interpret print material by identifying the main idea</p>
<p>(17) 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:</p>	<p>(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</p>	<p>(xii) interpret print material by distinguishing between fact and opinion</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) 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:</p>	<p>(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</p>	<p>(xiii) interpret print material by identifying cause</p>
<p>(17) 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:</p>	<p>(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</p>	<p>(xiv) interpret print material by identifying effect</p>
<p>(17) 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:</p>	<p>(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</p>	<p>(xv) interpret print material by comparing and contrasting</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) 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:</p>	<p>(D) use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information</p>	<p>(i) use various parts of a source, including the table of contents, to locate information</p>
<p>(17) 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:</p>	<p>(D) use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information</p>	<p>(ii) use various parts of a source, including the glossary, to locate information</p>
<p>(17) 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:</p>	<p>(D) use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information</p>	<p>(iii) use various parts of a source, including the index, to locate information</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) 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:</p>	<p>(D) use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information</p>	<p>(iv) use keyword Internet searches to locate information</p>
<p>(17) 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:</p>	<p>(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p>	<p>(i) interpret visuals, including graphs</p>
<p>(17) 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:</p>	<p>(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p>	<p>(ii) interpret visuals, including charts</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) 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:</p>	<p>(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p>	<p>(iii) interpret visuals, including tables</p>
<p>(17) 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:</p>	<p>(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p>	<p>(iv) interpret visuals, including timelines</p>
<p>(17) 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:</p>	<p>(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p>	<p>(v) interpret visuals, including illustrations</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) 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:</p>	<p>(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p>	<p>(vi) interpret visuals, including maps</p>
<p>(17) 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:</p>	<p>(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p>	<p>(vii) create visuals, including graphs</p>
<p>(17) 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:</p>	<p>(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p>	<p>(viii) create visuals, including charts</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) 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:</p>	<p>(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p>	<p>(ix) create visuals, including tables</p>
<p>(17) 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:</p>	<p>(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p>	<p>(x) create visuals, including timelines</p>
<p>(17) 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:</p>	<p>(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p>	<p>(xi) create visuals, including illustrations</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) 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:</p>	<p>(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p>	<p>(xii) create visuals, including maps</p>
<p>(17) 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:</p>	<p>(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs</p>	<p>(i) use appropriate mathematical skills to interpret social studies information</p>
<p>(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(A) express ideas orally based on knowledge and experiences</p>	<p>(i) express ideas orally based on knowledge</p>
<p>(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(A) express ideas orally based on knowledge and experiences</p>	<p>(ii) express ideas orally based on experiences</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(B) use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas</p>	<p>(i) use technology to create written material to express ideas</p>
<p>(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(B) use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas</p>	<p>(ii) use technology to create visual material to express ideas</p>
<p>(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(C) use standard grammar, spelling, sentence structure, and punctuation</p>	<p>(i) use standard grammar</p>
<p>(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(C) use standard grammar, spelling, sentence structure, and punctuation</p>	<p>(ii) use standard spelling</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) use standard grammar, spelling, sentence structure, and punctuation	(iii) use standard sentence structure
(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) use standard grammar, spelling, sentence structure, and punctuation	(iv) use standard punctuation
(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	(i) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p>	<p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</p>	<p>(i) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</p>