

Texas Essential Knowledge and Skills (TEKS) Breakouts	
Subject	Chapter 113. Texas Essential Knowledge and Skills for Social Studies
Subchapter	Subchapter A. Elementary
Course	§113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012.
(a) Introduction.	
<p>(1) In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The knowledge and skills in subsection (b) of this section comprise the first part of a two-year study of U.S. history. The second part, comprising U.S. history from Reconstruction to the present, is provided in §113.41 of this title (relating to United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012). The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.</p>	
<p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution and the Declaration of Independence, landmark cases of the U.S. Supreme Court, biographies, autobiographies, novels, speeches, letters, diaries, 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>	

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

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

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

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

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

(b) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p>	<p>(A) identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects</p>	<p>(i) identify the major eras in U.S. history through 1877, including colonization</p>

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<p>(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p>	<p>(A) identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects</p>	<p>(xi) describe [the] causes [of the Age of Jackson]</p>

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<p>(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p>	<p>(A) identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects</p>	<p>(xiii) identify the major eras in U.S. history through 1877, including westward expansion</p>

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<p>(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p>	<p>(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p>	<p>(i) apply absolute chronology through the sequencing of significant individuals</p>

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<p>(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p>	<p>(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p>	<p>(ii) apply absolute chronology through the sequencing of significant events</p>
<p>(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p>	<p>(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p>	<p>(iii) apply absolute chronology through the sequencing of significant time periods</p>
<p>(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p>	<p>(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p>	<p>(iv) apply relative chronology through the sequencing of significant individuals</p>
<p>(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p>	<p>(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p>	<p>(v) apply relative chronology through the sequencing of significant events</p>

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<p>(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p>	<p>(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p>	<p>(vi) apply relative chronology through the sequencing of significant time periods</p>
<p>(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p>	<p>(C) explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War</p>	<p>(i) explain the significance of 1607, founding of Jamestown</p>

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<p>(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p>	<p>(C) explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War</p>	<p>(iii) explain the significance of 1776, adoption of the Declaration of Independence</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p>	<p>(C) explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War</p>	<p>(iv) explain the significance of 1787, writing of the U.S. Constitution</p>
<p>(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p>	<p>(C) explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War</p>	<p>(v) explain the significance of 1803, Louisiana Purchase</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p>	<p>(C) explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War</p>	<p>(vi) explain the significance of 1861-1865, Civil War</p>
<p>(2) History. The student understands the causes of exploration and colonization eras. The student is expected to:</p>	<p>(A) identify reasons for European exploration and colonization of North America</p>	<p>(i) identify reasons for European exploration of North America</p>
<p>(2) History. The student understands the causes of exploration and colonization eras. The student is expected to:</p>	<p>(A) identify reasons for European exploration and colonization of North America</p>	<p>(ii) identify reasons for European colonization of North America</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) History. The student understands the causes of exploration and colonization eras. The student is expected to:</p>	<p>(B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies</p>	<p>(i) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies</p>
<p>(3) History. The student understands the foundations of representative government in the United States. The student is expected to:</p>	<p>(A) explain the reasons for the growth of representative government and institutions during the colonial period</p>	<p>(i) explain the reasons for the growth of representative government and institutions during the colonial period</p>
<p>(3) History. The student understands the foundations of representative government in the United States. The student is expected to:</p>	<p>(B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government</p>	<p>(i) analyze the importance of the Mayflower Compact to the growth of representative government</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) History. The student understands the foundations of representative government in the United States. The student is expected to:</p>	<p>(B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government</p>	<p>(ii) analyze the importance of the Fundamental Orders of Connecticut to the growth of representative government</p>
<p>(3) History. The student understands the foundations of representative government in the United States. The student is expected to:</p>	<p>(B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government</p>	<p>(iii) analyze the importance of the Virginia House of Burgesses to the growth of representative government</p>
<p>(3) History. The student understands the foundations of representative government in the United States. The student is expected to:</p>	<p>(C) describe how religion and virtue contributed to the growth of representative government in the American colonies</p>	<p>(i) describe how religion contributed to the growth of representative government in the American colonies</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) History. The student understands the foundations of representative government in the United States. The student is expected to:</p>	<p>(C) describe how religion and virtue contributed to the growth of representative government in the American colonies</p>	<p>(ii) describe how virtue contributed to the growth of representative government in the American colonies</p>
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War</p>	<p>(i) analyze causes of the American Revolution, including the Proclamation of 1763</p>
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War</p>	<p>(ii) analyze causes of the American Revolution, including the Intolerable Acts</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War</p>	<p>(iii) analyze causes of the American Revolution, including the Stamp Act</p>
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War</p>	<p>(iv) analyze causes of the American Revolution, including mercantilism</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War</p>	<p>(v) analyze causes of the American Revolution, including lack of representation in Parliament</p>
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War</p>	<p>(vi) analyze causes of the American Revolution, including British economic policies following the French and Indian War</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</p>	<p>(i) explain the roles played by significant individuals during the American Revolution, including Abigail Adams</p>
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</p>	<p>(ii) explain the roles played by significant individuals during the American Revolution, including John Adams</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</p>	<p>(iii) explain the roles played by significant individuals during the American Revolution, including Wentworth Cheswell</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</p>	<p>(iv) explain the roles played by significant individuals during the American Revolution, including Samuel Adams</p>
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</p>	<p>(v) explain the roles played by significant individuals during the American Revolution, including Mercy Otis Warren</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</p>	<p>(vi) explain the roles played by significant individuals during the American Revolution, including James Armistead</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</p>	<p>(vii) explain the roles played by significant individuals during the American Revolution, including Benjamin Franklin</p>
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</p>	<p>(viii) explain the roles played by significant individuals during the American Revolution, including Bernardo de Gálvez</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</p>	<p>(ix) explain the roles played by significant individuals during the American Revolution, including Crispus Attucks</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</p>	<p>(x) explain the roles played by significant individuals during the American Revolution, including King George III</p>
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</p>	<p>(xi) explain the roles played by significant individuals during the American Revolution, including Haym Salomon</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</p>	<p>(xii) explain the roles played by significant individuals during the American Revolution, including Patrick Henry</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</p>	<p>(xiii) explain the roles played by significant individuals during the American Revolution, including Thomas Jefferson</p>
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</p>	<p>(xiv) explain the roles played by significant individuals during the American Revolution, including the Marquis de Lafayette</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</p>	<p>(xv) explain the roles played by significant individuals during the American Revolution, including Thomas Paine</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</p>	<p>(xvi) explain the roles played by significant individuals during the American Revolution, including George Washington</p>
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783</p>	<p>(i) explain the issues surrounding important events of the American Revolution, including declaring independence</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783</p>	<p>(ii) explain the issues surrounding important events of the American Revolution, including writing the Articles of Confederation</p>
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783</p>	<p>(iii) explain the issues surrounding important events of the American Revolution, including fighting the battle of Lexington</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783</p>	<p>(iv) explain the issues surrounding important events of the American Revolution, including fighting the battle of Concord</p>
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783</p>	<p>(v) explain the issues surrounding important events of the American Revolution, including fighting the battle of Saratoga</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783</p>	<p>(vi) explain the issues surrounding important events of the American Revolution, including fighting the battle of Yorktown</p>
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783</p>	<p>(vii) explain the issues surrounding important events of the American Revolution, including enduring the winter at Valley Forge</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783</p>	<p>(viii) explain the issues surrounding important events of the American Revolution, including signing the Treaty of Paris of 1783</p>
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise</p>	<p>(i) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise</p>
<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p>	<p>(D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise</p>	<p>(ii) analyze the issues of the Constitutional Convention of 1787, including the Three-Fifths Compromise</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:	(E) analyze the arguments for and against ratification	(i) analyze the arguments for ratification
(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:	(E) analyze the arguments for and against ratification	(ii) analyze the arguments against ratification
(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:	(A) describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government	(i) describe major domestic problems faced by the leaders of the new republic

Knowledge and Skills Statement	Student Expectation	Breakout
(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:	(B) summarize arguments regarding protective tariffs, taxation, and the banking system	(i) summarize arguments regarding protective tariffs
(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:	(B) summarize arguments regarding protective tariffs, taxation, and the banking system	(ii) summarize arguments regarding taxation
(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:	(B) summarize arguments regarding protective tariffs, taxation, and the banking system	(iii) summarize arguments regarding the banking system
(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:	(C) explain the origin and development of American political parties	(i) explain the origin of American political parties

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:</p>	<p>(C) explain the origin and development of American political parties</p>	<p>(ii) explain the development of American political parties</p>
<p>(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:</p>	<p>(D) explain the causes, important events, and effects of the War of 1812</p>	<p>(i) explain the causes of the War of 1812</p>
<p>(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:</p>	<p>(D) explain the causes, important events, and effects of the War of 1812</p>	<p>(ii) explain the important events of the War of 1812</p>
<p>(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:</p>	<p>(D) explain the causes, important events, and effects of the War of 1812</p>	<p>(iii) explain the effects of the War of 1812</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:</p>	<p>(E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine</p>	<p>(i) identify the foreign policies of presidents Washington through Monroe</p>
<p>(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:</p>	<p>(E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine</p>	<p>(ii) explain the impact of Washington's Farewell Address</p>
<p>(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:</p>	<p>(E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine</p>	<p>(iii) explain the impact of the Monroe Doctrine</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:	(F) explain the impact of the election of Andrew Jackson, including expanded suffrage	(i) explain the impact of the election of Andrew Jackson, including expanded suffrage
(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:	(G) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears	(i) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act
(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:	(G) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears	(ii) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including Worcester v. Georgia

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:</p>	<p>(G) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears</p>	<p>(iii) analyze . . . the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Trail of Tears</p>
<p>(6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:</p>	<p>(A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States</p>	<p>(i) explain how the Northwest Ordinance established principles for orderly expansion of the United States</p>
<p>(6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:</p>	<p>(A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States</p>	<p>(ii) explain how the Northwest Ordinance established procedures for orderly expansion of the United States</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:	(B) explain the political, economic, and social roots of Manifest Destiny	(i) explain the political roots of Manifest Destiny
(6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:	(B) explain the political, economic, and social roots of Manifest Destiny	(ii) explain the economic roots of Manifest Destiny
(6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:	(B) explain the political, economic, and social roots of Manifest Destiny	(iii) explain the social roots of Manifest Destiny
(6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:	(C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation	(i) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:</p>	<p>(D) explain the causes and effects of the U.S.-Mexican War and their impact on the United States</p>	<p>(i) explain the causes of the U.S.-Mexican War</p>
<p>(6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:</p>	<p>(D) explain the causes and effects of the U.S.-Mexican War and their impact on the United States</p>	<p>(ii) explain the effects of the U.S.-Mexican War</p>
<p>(6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:</p>	<p>(D) explain the causes and effects of the U.S.-Mexican War and their impact on the United States</p>	<p>(iii) explain their impact on the United States</p>
<p>(6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:</p>	<p>(E) identify areas that were acquired to form the United States, including the Louisiana Purchase</p>	<p>(i) identify areas that were acquired to form the United States, including the Louisiana Purchase</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:	(A) analyze the impact of tariff policies on sections of the United States before the Civil War	(i) analyze the impact of tariff policies on sections of the United States before the Civil War
(7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:	(B) compare the effects of political, economic, and social factors on slaves and free blacks	(i) compare the effects of political factors on slaves and free blacks
(7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:	(B) compare the effects of political, economic, and social factors on slaves and free blacks	(ii) compare the effects of economic factors on slaves and free blacks
(7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:	(B) compare the effects of political, economic, and social factors on slaves and free blacks	(iii) compare the effects of social factors on slaves and free blacks

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:</p>	<p>(C) analyze the impact of slavery on different sections of the United States</p>	<p>(i) analyze the impact of slavery on different sections of the United States</p>
<p>(7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:</p>	<p>(D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster</p>	<p>(i) identify the provisions of congressional conflicts and compromises prior to the Civil War</p>
<p>(7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:</p>	<p>(D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster</p>	<p>(ii) compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:</p>	<p>(D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster</p>	<p>(iii) compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John C. Calhoun</p>
<p>(7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:</p>	<p>(D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster</p>	<p>(iv) compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of Henry Clay</p>
<p>(7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:</p>	<p>(D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster</p>	<p>(v) compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of Daniel Webster</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p>	<p>(A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar</p>	<p>(i) explain the roles played by significant individuals during the Civil War, including Jefferson Davis</p>
<p>(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p>	<p>(A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar</p>	<p>(ii) explain the roles played by significant individuals during the Civil War, including Ulysses S. Grant</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p>	<p>(A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar</p>	<p>(iii) explain the roles played by significant individuals during the Civil War, including Robert E. Lee</p>
<p>(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p>	<p>(A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar</p>	<p>(iv) explain the roles played by significant individuals during the Civil War, including Abraham Lincoln</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p>	<p>(A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar</p>	<p>(v) explain the roles played by significant individuals during the Civil War, including heroes</p>
<p>(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p>	<p>(B) explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln</p>	<p>(i) explain the causes of the Civil War, including sectionalism</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p>	<p>(B) explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln</p>	<p>(ii) explain the causes of the Civil War, including states' rights</p>
<p>(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p>	<p>(B) explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln</p>	<p>(iii) explain the causes of the Civil War, including slavery</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p>	<p>(B) explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln</p>	<p>(iv) explain significant events of the Civil War, including the firing on Fort Sumter</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p>	<p>(B) explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln</p>	<p>(v) explain significant events of the Civil War, including the battle of Antietam</p>
<p>(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p>	<p>(B) explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln</p>	<p>(vi) explain significant events of the Civil War, including the battle of Gettysburg</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p>	<p>(B) explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln</p>	<p>(vii) explain significant events of the Civil War, including the battle of Vicksburg</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p>	<p>(B) explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln</p>	<p>(viii) explain significant events of the Civil War, including the announcement of the Emancipation Proclamation</p>
<p>(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p>	<p>(B) explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln</p>	<p>(ix) explain significant events of the Civil War, including Lee's surrender at Appomattox Court House</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p>	<p>(B) explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln</p>	<p>(x) explain significant events of the Civil War, including the assassination of Abraham Lincoln</p>
<p>(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p>	<p>(C) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address</p>	<p>(i) analyze Abraham Lincoln's ideas about liberty as contained in his first and second inaugural addresses and the Gettysburg Address</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p>	<p>(C) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address</p>	<p>(ii) analyze Abraham Lincoln's ideas about equality as contained in his first and second inaugural addresses and the Gettysburg Address</p>
<p>(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p>	<p>(C) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address</p>	<p>(iii) analyze Abraham Lincoln's ideas about union as contained in his first and second inaugural addresses and the Gettysburg Address</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p>	<p>(C) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address</p>	<p>(iv) analyze Abraham Lincoln's ideas about government as contained in his first and second inaugural addresses and the Gettysburg Address</p>
<p>(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p>	<p>(C) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address</p>	<p>(v) contrast them with the ideas contained in Jefferson Davis's inaugural address</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:</p>	<p>(A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments</p>	<p>(i) evaluate legislative reform programs of the Radical Reconstruction Congress</p>
<p>(9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:</p>	<p>(A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments</p>	<p>(ii) evaluate legislative reform programs of the reconstructed state governments</p>
<p>(9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:</p>	<p>(B) evaluate the impact of the election of Hiram Rhodes Revels</p>	<p>(i) evaluate the impact of the election of Hiram Rhodes Revels</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:</p>	<p>(C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups</p>	<p>(i) explain the economic problems during Reconstruction</p>
<p>(9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:</p>	<p>(C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups</p>	<p>(ii) explain the political problems during Reconstruction</p>
<p>(9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:</p>	<p>(C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups</p>	<p>(iii) explain the social problems during Reconstruction</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:	(C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups	(iv) evaluate their impact on different groups
(9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:	(D) identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act	(i) identify the effects of legislative acts
(10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:	(A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries	(i) locate places of importance in the United States during the 17th century
(10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:	(A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries	(ii) locate places of importance in the United States during the 18th century

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:</p>	<p>(A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries</p>	<p>(iii) locate places of importance in the United States during the 19th century</p>
<p>(10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:</p>	<p>(A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries</p>	<p>(iv) locate regions of importance in the United States during the 17th century</p>
<p>(10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:</p>	<p>(A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries</p>	<p>(v) locate regions of importance in the United States during the 18th century</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:</p>	<p>(A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries</p>	<p>(vi) locate regions of importance in the United States during the 19th century</p>
<p>(10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:</p>	<p>(B) compare places and regions of the United States in terms of physical and human characteristics</p>	<p>(i) compare places and regions of the United States in terms of physical characteristics</p>
<p>(10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:</p>	<p>(B) compare places and regions of the United States in terms of physical and human characteristics</p>	<p>(ii) compare places and regions of the United States in terms of human characteristics</p>
<p>(10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:</p>	<p>(C) analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States</p>	<p>(i) analyze the effects of physical geographic factors on major historical events in the United States</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:</p>	<p>(C) analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States</p>	<p>(ii) analyze the effects of physical geographic factors on major contemporary events in the United States</p>
<p>(10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:</p>	<p>(C) analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States</p>	<p>(iii) analyze the effects of human geographic factors on major historical events in the United States</p>
<p>(10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:</p>	<p>(C) analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States</p>	<p>(iv) analyze the effects of human geographic factors on major contemporary events in the United States</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:</p>	<p>(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries</p>	<p>(i) analyze how physical characteristics of the environment influenced population distribution during the 17th century</p>
<p>(11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:</p>	<p>(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries</p>	<p>(ii) analyze how physical characteristics of the environment influenced settlement patterns during the 17th century</p>
<p>(11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:</p>	<p>(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries</p>	<p>(iii) analyze how physical characteristics of the environment influenced economic activities during the 17th century</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:</p>	<p>(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries</p>	<p>(iv) analyze how physical characteristics of the environment influenced population distribution during the 18th century</p>
<p>(11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:</p>	<p>(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries</p>	<p>(v) analyze how physical characteristics of the environment influenced settlement patterns during the 18th century</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:</p>	<p>(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries</p>	<p>(vi) analyze how physical characteristics of the environment influenced economic activities during the 18th century</p>
<p>(11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:</p>	<p>(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries</p>	<p>(vii) analyze how physical characteristics of the environment influenced population distribution during the 19th century</p>
<p>(11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:</p>	<p>(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries</p>	<p>(viii) analyze how physical characteristics of the environment influenced settlement patterns during the 19th century</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:</p>	<p>(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries</p>	<p>(ix) analyze how physical characteristics of the environment influenced economic activities during the 19th century</p>
<p>(11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:</p>	<p>(B) describe the positive and negative consequences of human modification of the physical environment of the United States</p>	<p>(i) describe the positive consequences of human modification of the physical environment of the United States</p>
<p>(11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:</p>	<p>(B) describe the positive and negative consequences of human modification of the physical environment of the United States</p>	<p>(ii) describe the negative consequences of human modification of the physical environment of the United States</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:</p>	<p>(C) describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries</p>	<p>(i) describe how different immigrant groups interacted with the environment in the United States during the 17th century</p>
<p>(11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:</p>	<p>(C) describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries</p>	<p>(ii) describe how different immigrant groups interacted with the environment in the United States during the 18th century</p>
<p>(11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:</p>	<p>(C) describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries</p>	<p>(iii) describe how different immigrant groups interacted with the environment in the United States during the 19th century</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(12) Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:	(A) identify economic differences among different regions of the United States	(i) identify economic differences among different regions of the United States
(12) Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:	(B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery	(i) explain reasons for the development of the plantation system
(12) Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:	(B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery	(ii) explain reasons for the transatlantic slave trade
(12) Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:	(B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery	(iii) explain reasons for the spread of slavery

Knowledge and Skills Statement	Student Expectation	Breakout
(12) Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:	(C) explain the reasons for the increase in factories and urbanization	(i) explain the reasons for the increase in factories
(12) Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:	(C) explain the reasons for the increase in factories and urbanization	(ii) explain the reasons for the increase in urbanization
(12) Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:	(D) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history	(i) analyze the causes of economic differences among different regions of the United States at selected times in U.S. history

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(12) Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:</p>	<p>(D) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history</p>	<p>(ii) analyze the effects of economic differences among different regions of the United States at selected times in U.S. history</p>
<p>(13) Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:</p>	<p>(A) analyze the War of 1812 as a cause of economic changes in the nation</p>	<p>(i) analyze the War of 1812 as a cause of economic changes in the nation</p>
<p>(13) Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:</p>	<p>(B) identify the economic factors that brought about rapid industrialization and urbanization</p>	<p>(i) identify the economic factors that brought about rapid industrialization</p>
<p>(13) Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:</p>	<p>(B) identify the economic factors that brought about rapid industrialization and urbanization</p>	<p>(ii) identify the economic factors that brought about rapid urbanization</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(14) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:</p>	<p>(A) explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights</p>	<p>(i) explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion</p>
<p>(14) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:</p>	<p>(A) explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights</p>	<p>(ii) explain why a free enterprise system of economics developed in the new nation, including taxation</p>
<p>(14) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:</p>	<p>(A) explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights</p>	<p>(iii) explain why a free enterprise system of economics developed in the new nation, including property rights</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(14) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:</p>	<p>(B) describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries</p>	<p>(i) describe the characteristics of the U.S. free enterprise system during the 18th century</p>
<p>(14) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:</p>	<p>(B) describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries</p>	<p>(ii) describe the characteristics of the U.S. free enterprise system during the 19th century</p>
<p>(14) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:</p>	<p>(B) describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries</p>	<p>(iii) describe the benefits of the U.S. free enterprise system during the 18th century</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(14) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:</p>	<p>(B) describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries</p>	<p>(iv) describe the benefits of the U.S. free enterprise system during the 19th century</p>
<p>(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:</p>	<p>(A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings, on the U.S. system of government</p>	<p>(i) identify the influence of ideas from historic documents, including the Magna Carta, on the U.S. system of government</p>
<p>(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:</p>	<p>(A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings, on the U.S. system of government</p>	<p>(ii) identify the influence of ideas from historic documents, including the English Bill of Rights, on the U.S. system of government</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:</p>	<p>(A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings, on the U.S. system of government</p>	<p>(iii) identify the influence of ideas from historic documents, including the Mayflower Compact, on the U.S. system of government</p>
<p>(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:</p>	<p>(A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings, on the U.S. system of government</p>	<p>(iv) identify the influence of ideas from historic documents, including the Federalist Papers, on the U.S. system of government</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:</p>	<p>(A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings, on the U.S. system of government</p>	<p>(v) identify the influence of ideas from historic documents, including selected Anti-Federalist writings, on the U.S. system of government</p>
<p>(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:</p>	<p>(B) summarize the strengths and weaknesses of the Articles of Confederation</p>	<p>(i) summarize the strengths of the Articles of Confederation</p>
<p>(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:</p>	<p>(B) summarize the strengths and weaknesses of the Articles of Confederation</p>	<p>(ii) summarize the weaknesses of the Articles of Confederation</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:</p>	<p>(C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights</p>	<p>(i) identify colonial grievances listed in the Declaration of Independence</p>
<p>(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:</p>	<p>(C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights</p>	<p>(ii) explain how those grievances were addressed in the U.S. Constitution</p>
<p>(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:</p>	<p>(C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights</p>	<p>(iii) explain how those grievances were addressed in the Bill of Rights</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:</p>	<p>(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights</p>	<p>(i) analyze how the U.S. Constitution reflects the principle of limited government</p>
<p>(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:</p>	<p>(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights</p>	<p>(ii) analyze how the U.S. Constitution reflects the principle of republicanism</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:</p>	<p>(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights</p>	<p>(iii) analyze how the U.S. Constitution reflects the principle of checks and balances</p>
<p>(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:</p>	<p>(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights</p>	<p>(iv) analyze how the U.S. Constitution reflects the principles of federalism</p>
<p>(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:</p>	<p>(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights</p>	<p>(v) analyze how the U.S. Constitution reflects the principle of separation of powers</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:</p>	<p>(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights</p>	<p>(vi) analyze how the U.S. Constitution reflects the principle of popular sovereignty</p>
<p>(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:</p>	<p>(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights</p>	<p>(vii) analyze how the U.S. Constitution reflects the principle of individual rights</p>
<p>(16) Government. The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:</p>	<p>(A) summarize the purposes for and process of amending the U.S. Constitution</p>	<p>(i) summarize the purposes for amending the U.S. Constitution</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(16) Government. The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:	(A) summarize the purposes for and process of amending the U.S. Constitution	(ii) summarize the process of amending the U.S. Constitution
(16) Government. The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:	(B) describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States	(i) describe the impact of 19th-century amendments, including the 13th amendment, on life in the United States
(16) Government. The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:	(B) describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States	(ii) describe the impact of 19th-century amendments, including the 14th amendment, on life in the United States

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(16) Government. The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:</p>	<p>(B) describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States</p>	<p>(iii) describe the impact of 19th-century amendments, including the 15th amendment, on life in the United States</p>
<p>(17) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:</p>	<p>(A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason</p>	<p>(i) analyze the arguments of the Federalists, including those of Alexander Hamilton</p>
<p>(17) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:</p>	<p>(A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason</p>	<p>(ii) analyze the arguments of the Federalists, including those of James Madison</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:</p>	<p>(A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason</p>	<p>(iii) analyze the arguments of the Anti-Federalists, including those of Patrick Henry</p>
<p>(17) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:</p>	<p>(A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason</p>	<p>(iv) analyze the arguments of the Anti-Federalists, including those of George Mason</p>
<p>(17) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:</p>	<p>(B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War</p>	<p>(i) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:</p>	<p>(B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War</p>	<p>(ii) explain constitutional issues arising over the issue of states' rights, including the Civil War</p>
<p>(18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:</p>	<p>(A) identify the origin of judicial review and analyze examples of congressional and presidential responses</p>	<p>(i) identify the origin of judicial review</p>
<p>(18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:</p>	<p>(A) identify the origin of judicial review and analyze examples of congressional and presidential responses</p>	<p>(ii) analyze examples of congressional responses</p>
<p>(18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:</p>	<p>(A) identify the origin of judicial review and analyze examples of congressional and presidential responses</p>	<p>(iii) analyze examples of presidential responses</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:	(B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden	(i) summarize the issues of landmark Supreme Court cases, including Marbury v. Madison
(18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:	(B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden	(ii) summarize the decisions of landmark Supreme Court cases, including Marbury v. Madison
(18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:	(B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden	(iii) summarize the significance of landmark Supreme Court cases, including Marbury v. Madison

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:</p>	<p>(B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden</p>	<p>(iv) summarize the issues of landmark Supreme Court cases, including McCulloch v. Maryland</p>
<p>(18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:</p>	<p>(B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden</p>	<p>(v) summarize the decisions of landmark Supreme Court cases, including McCulloch v. Maryland</p>
<p>(18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:</p>	<p>(B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden</p>	<p>(vi) summarize the significance of landmark Supreme Court cases, including McCulloch v. Maryland</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:</p>	<p>(B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden</p>	<p>(vii) summarize the issues of landmark Supreme Court cases, including Gibbons v. Ogden</p>
<p>(18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:</p>	<p>(B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden</p>	<p>(viii) summarize the decisions of landmark Supreme Court cases, including Gibbons v. Ogden</p>
<p>(18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:</p>	<p>(B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden</p>	<p>(ix) summarize the significance of landmark Supreme Court cases, including Gibbons v. Ogden</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:	(C) evaluate the impact of selected landmark Supreme Court decisions, including Dred Scott v. Sandford, on life in the United States	(i) evaluate the impact of selected landmark Supreme Court decisions, including Dred Scott v. Sandford, on life in the United States
(19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:	(A) define and give examples of unalienable rights	(i) define unalienable rights
(19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:	(A) define and give examples of unalienable rights	(ii) give examples of unalienable rights
(19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:	(B) summarize rights guaranteed in the Bill of Rights	(i) summarize rights guaranteed in the Bill of Rights

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:</p>	<p>(C) explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family</p>	<p>(i) explain the importance of personal responsibilities, including accepting responsibility for one's behavior</p>
<p>(19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:</p>	<p>(C) explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family</p>	<p>(ii) explain the importance of personal responsibilities, including supporting one's family</p>
<p>(19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:</p>	<p>(D) identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries</p>	<p>(i) identify examples of responsible citizenship, including obeying rules and laws</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:</p>	<p>(D) identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries</p>	<p>(ii) identify examples of responsible citizenship, including staying informed on public issues</p>
<p>(19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:</p>	<p>(D) identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries</p>	<p>(iii) identify examples of responsible citizenship, including voting</p>
<p>(19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:</p>	<p>(D) identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries</p>	<p>(iv) identify examples of responsible citizenship, including serving on juries</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:	(E) summarize the criteria and explain the process for becoming a naturalized citizen of the United States	(i) summarize the criteria for becoming a naturalized citizen of the United States
(19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:	(E) summarize the criteria and explain the process for becoming a naturalized citizen of the United States	(ii) explain the process for becoming a naturalized citizen of the United States
(19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:	(F) explain how the rights and responsibilities of U.S. citizens reflect our national identity	(i) explain how the rights of U.S. citizens reflect our national identity
(19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:	(F) explain how the rights and responsibilities of U.S. citizens reflect our national identity	(ii) explain how the responsibilities of U.S. citizens reflect our national identity

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</p>	<p>(A) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America</p>	<p>(i) explain the role of significant individuals in the development of self-government in colonial America</p>
<p>(20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</p>	<p>(B) evaluate the contributions of the Founding Fathers as models of civic virtue</p>	<p>(i) evaluate the contributions of the Founding Fathers as models of civic virtue</p>
<p>(20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</p>	<p>(C) analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax</p>	<p>(i) analyze reasons for selected examples of civil disobedience in U.S. history</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</p>	<p>(C) analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax</p>	<p>(ii) analyze the impact of selected examples of civil disobedience in U.S. history</p>
<p>(21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</p>	<p>(A) identify different points of view of political parties and interest groups on important historical and contemporary issues</p>	<p>(i) identify different points of view of political parties on important historical issues</p>
<p>(21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</p>	<p>(A) identify different points of view of political parties and interest groups on important historical and contemporary issues</p>	<p>(ii) identify different points of view of political parties on important contemporary issues</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</p>	<p>(A) identify different points of view of political parties and interest groups on important historical and contemporary issues</p>	<p>(iii) identify different points of view of interest groups on important historical issues</p>
<p>(21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</p>	<p>(A) identify different points of view of political parties and interest groups on important historical and contemporary issues</p>	<p>(iv) identify different points of view of interest groups on important contemporary issues</p>
<p>(21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</p>	<p>(B) describe the importance of free speech and press in a constitutional republic</p>	<p>(i) describe the importance of free speech in a constitutional republic</p>
<p>(21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</p>	<p>(B) describe the importance of free speech and press in a constitutional republic</p>	<p>(ii) describe the importance of free press in a constitutional republic</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</p>	<p>(C) summarize a historical event in which compromise resulted in a peaceful resolution</p>	<p>(i) summarize a historical event in which compromise resulted in a peaceful resolution</p>
<p>(22) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</p>	<p>(A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln</p>	<p>(i) analyze the leadership qualities of elected leaders of the United States</p>
<p>(22) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</p>	<p>(A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln</p>	<p>(ii) analyze the leadership qualities of appointed leaders of the United States</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(22) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</p>	<p>(B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton</p>	<p>(i) describe the contributions of significant political leaders of the United States</p>
<p>(22) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</p>	<p>(B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton</p>	<p>(ii) describe the contributions of significant social leaders of the United States</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(22) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</p>	<p>(B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton</p>	<p>(iii) describe the contributions of significant military leaders of the United States</p>
<p>(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>(A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration</p>	<p>(i) identify selected racial groups that settled in the United States</p>
<p>(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>(A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration</p>	<p>(ii) identify selected ethnic groups that settled in the United States</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>(A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration</p>	<p>(iii) identify selected religious groups that settled in the United States</p>
<p>(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>(A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration</p>	<p>(iv) explain their reasons for immigration</p>
<p>(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>(B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs</p>	<p>(i) explain the relationship between urbanization and conflicts resulting from differences in religion</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>(B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs</p>	<p>(ii) explain the relationship between urbanization and conflicts resulting from differences in social class</p>
<p>(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>(B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs</p>	<p>(iii) explain the relationship between urbanization and conflicts resulting from differences in political beliefs</p>
<p>(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>(C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved</p>	<p>(i) identify ways conflicts between people from various racial groups were resolved</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>(C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved</p>	<p>(ii) identify ways conflicts between people from various ethnic groups were resolved</p>
<p>(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>(C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved</p>	<p>(iii) identify ways conflicts between people from various religious groups were resolved</p>
<p>(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity</p>	<p>(i) analyze the contributions of people of various racial groups to our national identity</p>
<p>(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity</p>	<p>(ii) analyze the contributions of people of various ethnic groups to our national identity</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity</p>	<p>(iii) analyze the contributions of people of various religious groups to our national identity</p>
<p>(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>(E) identify the political, social, and economic contributions of women to American society</p>	<p>(i) identify the political contributions of women to American society</p>
<p>(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>(E) identify the political, social, and economic contributions of women to American society</p>	<p>(ii) identify the social contributions of women to American society</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>(E) identify the political, social, and economic contributions of women to American society</p>	<p>(iii) identify the economic contributions of women to American society</p>
<p>(24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:</p>	<p>(A) describe the historical development of the abolitionist movement</p>	<p>(i) describe the historical development of the abolitionist movement</p>
<p>(24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:</p>	<p>(B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled</p>	<p>(i) evaluate the impact of reform movements, including educational reform</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:	(B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled	(ii) evaluate the impact of reform movements, including temperance
(24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:	(B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled	(iii) evaluate the impact of reform movements, including the women's rights movement
(24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:	(B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled	(iv) evaluate the impact of reform movements, including prison reform

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:</p>	<p>(B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled</p>	<p>(v) evaluate the impact of reform movements, including abolition</p>
<p>(24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:</p>	<p>(B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled</p>	<p>(vi) evaluate the impact of reform movements, including the labor reform movement</p>
<p>(24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:</p>	<p>(B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled</p>	<p>(vii) evaluate the impact of reform movements, including the care of the disabled</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(25) Culture. The student understands the impact of religion on the American way of life. The student is expected to:	(A) trace the development of religious freedom in the United States	(i) trace the development of religious freedom in the United States
(25) Culture. The student understands the impact of religion on the American way of life. The student is expected to:	(B) describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings	(i) describe religious motivation for immigration
(25) Culture. The student understands the impact of religion on the American way of life. The student is expected to:	(B) describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings	(ii) describe religious influence on social movements, including the impact of the first Great Awakening

Knowledge and Skills Statement	Student Expectation	Breakout
(25) Culture. The student understands the impact of religion on the American way of life. The student is expected to:	(B) describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings	(iii) describe religious influence on social movements, including the impact of the second Great Awakening
(25) Culture. The student understands the impact of religion on the American way of life. The student is expected to:	(C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life	(i) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life
(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(A) describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, "Battle Hymn of the Republic," transcendentalism, and other cultural activities in the history of the United States	(i) describe developments in art that are unique to American culture

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p>	<p>(A) describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, "Battle Hymn of the Republic," transcendentalism, and other cultural activities in the history of the United States</p>	<p>(ii) describe developments in music that are unique to American culture</p>
<p>(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p>	<p>(A) describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, "Battle Hymn of the Republic," transcendentalism, and other cultural activities in the history of the United States</p>	<p>(iii) describe developments in literature that are unique to American culture</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(B) identify examples of American art, music, and literature that reflect society in different eras	(i) identify examples of American art that reflect society in different eras
(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(B) identify examples of American art, music, and literature that reflect society in different eras	(ii) identify examples of American music that reflect society in different eras
(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(B) identify examples of American art, music, and literature that reflect society in different eras	(iii) identify examples of American literature that reflect society in different eras
(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(C) analyze the relationship between fine arts and continuity and change in the American way of life	(i) analyze the relationship between fine arts and continuity in the American way of life

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p>	<p>(C) analyze the relationship between fine arts and continuity and change in the American way of life</p>	<p>(ii) analyze the relationship between fine arts and change in the American way of life</p>
<p>(27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</p>	<p>(A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts</p>	<p>(i) explain the effects of technological and scientific innovations</p>
<p>(27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</p>	<p>(B) analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States</p>	<p>(i) analyze the impact of transportation systems on the growth of the United States</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</p>	<p>(B) analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States</p>	<p>(ii) analyze the impact of transportation systems on the development of the United States</p>
<p>(27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</p>	<p>(B) analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States</p>	<p>(iii) analyze the impact of transportation systems on the urbanization of the United States</p>
<p>(27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</p>	<p>(B) analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States</p>	<p>(iv) analyze the impact of communication systems on the growth of the United States</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:	(B) analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States	(v) analyze the impact of communication systems on the development of the United States
(27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:	(B) analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States	(vi) analyze the impact of communication systems on the urbanization of the United States
(27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:	(C) analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally	(i) analyze how technological innovations changed the way goods were manufactured, nationally and internationally

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</p>	<p>(C) analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally</p>	<p>(ii) analyze how technological innovations changed the way goods were marketed, nationally and internationally</p>
<p>(27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</p>	<p>(D) explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west</p>	<p>(i) explain how technological innovations brought about economic growth</p>
<p>(28) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:</p>	<p>(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history</p>	<p>(i) compare the effects of scientific discoveries that have influenced daily life in different periods in U.S. history</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(28) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:</p>	<p>(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history</p>	<p>(ii) compare the effects of technological innovations that have influenced daily life in different periods in U.S. history</p>
<p>(28) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:</p>	<p>(B) identify examples of how industrialization changed life in the United States</p>	<p>(i) identify examples of how industrialization changed life in the United States</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States</p>	<p>(i) differentiate between valid primary and secondary sources</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States</p>	<p>(ii) locate valid primary sources to acquire information about the United States</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States</p>	<p>(iii) locate valid secondary sources to acquire information about the United States</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States</p>	<p>(iv) use valid primary sources to acquire information about the United States</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States</p>	<p>(v) use valid secondary sources to acquire information about the United States</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p>	<p>(i) analyze information by sequencing</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p>	<p>(ii) analyze information by categorizing</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p>	<p>(iii) analyze information by identifying cause-and-effect relationships</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p>	<p>(iv) analyze information by comparing</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p>	<p>(v) analyze information by contrasting</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p>	<p>(vi) analyze information by finding the main idea</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p>	<p>(vii) analyze information by summarizing</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p>	<p>(viii) analyze information by making generalizations and predictions</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p>	<p>(ix) analyze information by drawing inferences and conclusions</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(i) organize information from outlines</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(ii) organize information from reports</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(iii) organize information from databases</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(iv) organize information from visuals, including graphs</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(v) organize information from visuals, including charts</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(vi) organize information from visuals, including timelines</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(vii) organize information from visuals, including maps</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(viii) interpret information from outlines</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(ix) interpret information from reports</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(x) interpret information from databases</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(xi) interpret information from visuals, including graphs</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(xii) interpret information from visuals, including charts</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(xiii) interpret information from visuals, including timelines</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(xiv) interpret information from visuals, including maps</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants</p>	<p>(i) identify points of view from the historical context surrounding an event</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants</p>	<p>(ii) identify the frame of reference which influenced the participants</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(E) support a point of view on a social studies issue or event</p>	<p>(i) support a point of view on a social studies issue or event</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(F) identify bias in written, oral, and visual material</p>	<p>(i) identify bias in written material</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(F) identify bias in written, oral, and visual material</p>	<p>(ii) identify bias in oral material</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(F) identify bias in written, oral, and visual material</p>	<p>(iii) identify bias in visual material</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author</p>	<p>(i) evaluate the validity of a source based on language</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author</p>	<p>(ii) evaluate the validity of a source based on corroboration with other sources</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author</p>	<p>(iii) evaluate the validity of a source based information about the author</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(H) 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>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(I) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States</p>	<p>(i) create thematic maps representing various aspects of the United States</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(I) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States</p>	<p>(ii) create graphs representing various aspects of the United States</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(I) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States</p>	<p>(iii) create charts representing various aspects of the United States</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(I) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States</p>	<p>(iv) create models representing various aspects of the United States</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(I) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States</p>	<p>(v) create databases representing various aspects of the United States</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases</p>	<p>(i) pose questions about geographic distributions and patterns shown on maps</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases</p>	<p>(ii) pose questions about geographic distributions and patterns shown on graphs</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases</p>	<p>(iii) pose questions about geographic distributions and patterns shown on charts</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases</p>	<p>(iv) pose questions about geographic distributions and patterns shown on models</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases</p>	<p>(v) pose questions about geographic distributions and patterns shown on databases</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases</p>	<p>(vi) answer questions about geographic distributions and patterns shown on maps</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases</p>	<p>(vii) answer questions about geographic distributions and patterns shown on graphs</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases</p>	<p>(viii) answer questions about geographic distributions and patterns shown on charts</p>
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases</p>	<p>(ix) answer questions about geographic distributions and patterns shown on models</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases</p>	<p>(x) answer questions about geographic distributions and patterns shown on databases</p>
<p>(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(A) use social studies terminology correctly</p>	<p>(i) use social studies terminology correctly</p>
<p>(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources</p>	<p>(i) use standard grammar</p>
<p>(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources</p>	<p>(ii) use standard spelling</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources	(iii) use standard sentence structure
(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources	(iv) use standard punctuation
(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources	(v) use proper citation of sources

Knowledge and Skills Statement	Student Expectation	Breakout
(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate	(i) transfer information from one medium to another, including written to visual, using computer software as appropriate
(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate	(ii) transfer information from one medium to another, including statistical to written or visual, using computer software as appropriate
(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of social studies information	(i) create written presentations of social studies information
(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of social studies information	(ii) create oral presentations of social studies information

Knowledge and Skills Statement	Student Expectation	Breakout
(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of social studies information	(iii) create visual presentations of social studies information
(31) 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
(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	(i) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

Knowledge and Skills Statement	Student Expectation	Breakout