

Texas Essential Knowledge and Skills (TEKS) Breakouts	
Subject	Chapter 113. Texas Essential Knowledge and Skills for Social Studies
Subchapter	Subchapter C. High School
Course	§113.46. Sociology (One-Half Credit), Beginning with School Year 2011-2012.
(a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.	
(b) Introduction.	
(1) Sociology, an elective course, is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.	
(2) 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.	
(3) Students identify the role of the 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.	
(4) 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.	
(5) 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 Texas Education Code, §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."	

(6) 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.

(C) Knowledge and skills.

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:</p>	<p>(A) describe the development of the field of sociology</p>	<p>(i) describe the development of the field of sociology</p>
<p>(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:</p>	<p>(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology</p>	<p>(i) identify leading sociologists in the field of social science, including Auguste Comte</p>

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<p>(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:</p>	<p>(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology</p>	<p>(ii) interpret [his] contributions to the foundation of sociology</p>
<p>(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:</p>	<p>(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology</p>	<p>(iii) identify leading sociologists in the field of social science, including Emile Durkheim</p>

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<p>(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:</p>	<p>(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology</p>	<p>(iv) interpret [his] contributions to the foundation of sociology</p>
<p>(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:</p>	<p>(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology</p>	<p>(v) identify leading sociologists in the field of social science, including Herbert Spencer</p>

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<p>(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:</p>	<p>(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology</p>	<p>(vi) interpret [his] contributions to the foundation of sociology</p>
<p>(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:</p>	<p>(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology</p>	<p>(vii) identify leading sociologists in the field of social science, including Max Weber</p>

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<p>(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:</p>	<p>(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology</p>	<p>(viii) interpret [his] contributions to the foundation of sociology</p>
<p>(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:</p>	<p>(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology</p>	<p>(ix) identify leading sociologists in the field of social science, including Karl Marx</p>

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<p>(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:</p>	<p>(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology</p>	<p>(x) interpret [his] contributions to the foundation of sociology</p>
<p>(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:</p>	<p>(C) identify sociologists such as W. E. B. DuBois, Booker T. Washington, Robert E. Park, Harriet Martineau, Jane Addams, Robert Nisbet, and Julian Samora and interpret their contributions to the field</p>	<p>(i) identify sociologists</p>
<p>(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:</p>	<p>(C) identify sociologists such as W. E. B. DuBois, Booker T. Washington, Robert E. Park, Harriet Martineau, Jane Addams, Robert Nisbet, and Julian Samora and interpret their contributions to the field</p>	<p>(ii) interpret their contributions to the field</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:</p>	<p>(A) differentiate types of societies such as hunting and gathering, agrarian, pastoral, industrial, and post-industrial</p>	<p>(i) differentiate types of societies</p>
<p>(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:</p>	<p>(B) identify and describe the types of societies that exist in the world today</p>	<p>(i) identify the types of societies that exist in the world today</p>
<p>(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:</p>	<p>(B) identify and describe the types of societies that exist in the world today</p>	<p>(ii) describe the types of societies that exist in the world today</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:</p>	<p>(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation</p>	<p>(i) examine changes in U.S. institutions resulting from industrialization</p>
<p>(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:</p>	<p>(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation</p>	<p>(ii) examine changes in U.S. institutions resulting from urbanization</p>
<p>(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:</p>	<p>(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation</p>	<p>(iii) examine changes in U.S. institutions resulting from immigrant assimilation</p>

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<p>(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:</p>	<p>(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation</p>	<p>(iv) examine changes in U.S. society resulting from industrialization</p>
<p>(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:</p>	<p>(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation</p>	<p>(v) examine changes in U.S. society resulting from urbanization</p>
<p>(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:</p>	<p>(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation</p>	<p>(vi) examine changes in U.S. society resulting from immigrant assimilation</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(D) analyze information about cultural life in the United States and other countries over time	(i) analyze information about cultural life in the United States over time
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(D) analyze information about cultural life in the United States and other countries over time	(ii) analyze information about cultural life in other countries over time
(3) Culture and social structure. The student examines world cultures. The student is expected to:	(A) identify the elements of culture to include language, symbols, norms, and values	(i) identify the elements of culture to include language
(3) Culture and social structure. The student examines world cultures. The student is expected to:	(A) identify the elements of culture to include language, symbols, norms, and values	(ii) identify the elements of culture to include symbols

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<p>(3) Culture and social structure. The student examines world cultures. The student is expected to:</p>	<p>(A) identify the elements of culture to include language, symbols, norms, and values</p>	<p>(iii) identify the elements of culture to include norms</p>
<p>(3) Culture and social structure. The student examines world cultures. The student is expected to:</p>	<p>(A) identify the elements of culture to include language, symbols, norms, and values</p>	<p>(iv) identify the elements of culture to include values</p>
<p>(3) Culture and social structure. The student examines world cultures. The student is expected to:</p>	<p>(B) explain how the elements of culture form a whole culture</p>	<p>(i) explain how the elements of culture form a whole culture</p>
<p>(3) Culture and social structure. The student examines world cultures. The student is expected to:</p>	<p>(C) give examples of subcultures and describe what makes them unique</p>	<p>(i) give examples of subcultures</p>

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(3) Culture and social structure. The student examines world cultures. The student is expected to:	(C) give examples of subcultures and describe what makes them unique	(ii) describe what makes them unique
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities	(i) describe models of primary groups
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities	(ii) describe models of secondary groups
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities	(iii) describe models of formal groups

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<p>(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:</p>	<p>(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities</p>	<p>(iv) describe models of informal groups</p>
<p>(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:</p>	<p>(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities</p>	<p>(v) describe models of reference groups</p>
<p>(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:</p>	<p>(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities</p>	<p>(vi) describe e-communities</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution	(i) analyze groups in terms of membership roles
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution	(ii) analyze groups in terms of status
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution	(iii) analyze groups in terms of values

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(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution	(iv) analyze groups in terms of mores
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution	(v) analyze groups in terms of role conflicts
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution	(vi) analyze groups in terms of methods of resolution

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:</p>	<p>(A) compare cultural norms such as ethnicity, national origin, age, socioeconomic status, and gender among various U.S. subculture groups</p>	<p>(i) compare cultural norms among various U.S. subculture groups</p>
<p>(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:</p>	<p>(B) describe stereotypes of various U.S. subcultures</p>	<p>(i) describe stereotypes of various U.S. subcultures</p>
<p>(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:</p>	<p>(C) analyze social problems in selected U.S. subcultures</p>	<p>(i) analyze social problems in selected U.S. subcultures</p>
<p>(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:</p>	<p>(D) examine counterculture movements and analyze their impact on society as a whole</p>	<p>(i) examine counterculture movements</p>

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<p>(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:</p>	<p>(D) examine counterculture movements and analyze their impact on society as a whole</p>	<p>(ii) analyze their impact on society as a whole</p>
<p>(6) Individual and society. The student understands the process of socialization. The student is expected to:</p>	<p>(A) define socialization and describe how the process of socialization is culturally determined</p>	<p>(i) define socialization</p>
<p>(6) Individual and society. The student understands the process of socialization. The student is expected to:</p>	<p>(A) define socialization and describe how the process of socialization is culturally determined</p>	<p>(ii) describe how the process of socialization is culturally determined</p>
<p>(6) Individual and society. The student understands the process of socialization. The student is expected to:</p>	<p>(B) differentiate the agents of socialization and evaluate their functions and roles</p>	<p>(i) differentiate the agents of socialization</p>

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<p>(6) Individual and society. The student understands the process of socialization. The student is expected to:</p>	<p>(B) differentiate the agents of socialization and evaluate their functions and roles</p>	<p>(ii) evaluate their functions</p>
<p>(6) Individual and society. The student understands the process of socialization. The student is expected to:</p>	<p>(B) differentiate the agents of socialization and evaluate their functions and roles</p>	<p>(iii) evaluate their roles</p>
<p>(6) Individual and society. The student understands the process of socialization. The student is expected to:</p>	<p>(C) trace socialization as a lifelong process</p>	<p>(i) trace socialization as a lifelong process</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:</p>	<p>(A) explain how education, exclusion from the labor force, and the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle</p>	<p>(i) explain how education led to the development of adolescence as a distinct stage of the life cycle</p>
<p>(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:</p>	<p>(A) explain how education, exclusion from the labor force, and the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle</p>	<p>(ii) explain how exclusion from the labor force led to the development of adolescence as a distinct stage of the life cycle</p>
<p>(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:</p>	<p>(A) explain how education, exclusion from the labor force, and the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle</p>	<p>(iii) explain how the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle</p>

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<p>(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:</p>	<p>(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self</p>	<p>(i) identify the five characteristics of adolescence [including] biological growth and development</p>
<p>(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:</p>	<p>(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self</p>	<p>(ii) identify the five characteristics of adolescence [including] an undefined status</p>

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<p>(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:</p>	<p>(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self</p>	<p>(iii) identify the five characteristics of adolescence [including] increased decision making</p>
<p>(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:</p>	<p>(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self</p>	<p>(iv) identify the five characteristics of adolescence [including] increased pressures</p>

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<p>(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:</p>	<p>(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self</p>	<p>(v) identify the five characteristics of adolescence [including] the search for self</p>
<p>(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:</p>	<p>(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self</p>	<p>(vi) interpret the five characteristics of adolescence [including] biological growth and development</p>

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<p>(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:</p>	<p>(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self</p>	<p>(vii) interpret the five characteristics of adolescence [including] an undefined status</p>
<p>(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:</p>	<p>(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self</p>	<p>(viii) interpret the five characteristics of adolescence [including] increased decision making</p>

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<p>(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:</p>	<p>(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self</p>	<p>(ix) interpret the five characteristics of adolescence [including] increased pressures</p>
<p>(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:</p>	<p>(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self</p>	<p>(x) interpret the five characteristics of adolescence [including] the search for self</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:</p>	<p>(C) identify issues and concerns facing contemporary adolescents such as dating, dating violence, sexuality, teen parenting, drug use, suicide, and eating disorders</p>	<p>(i) identify issues facing contemporary adolescents</p>
<p>(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:</p>	<p>(C) identify issues and concerns facing contemporary adolescents such as dating, dating violence, sexuality, teen parenting, drug use, suicide, and eating disorders</p>	<p>(ii) identify concerns facing contemporary adolescents</p>
<p>(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:</p>	<p>(D) identify and discuss the skills adolescents need to make responsible life choices</p>	<p>(i) identify the skills adolescents need to make responsible life choices</p>

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<p>(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:</p>	<p>(D) identify and discuss the skills adolescents need to make responsible life choices</p>	<p>(ii) discuss the skills adolescents need to make responsible life choices</p>
<p>(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:</p>	<p>(A) identify the stages of adult development and compare the differences between male and female development</p>	<p>(i) identify the stages of adult development</p>
<p>(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:</p>	<p>(A) identify the stages of adult development and compare the differences between male and female development</p>	<p>(ii) compare the differences between male and female development</p>
<p>(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:</p>	<p>(B) analyze the traditional roles of work and how the composition of the labor force has changed in the United States</p>	<p>(i) analyze the traditional roles of work</p>

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<p>(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:</p>	<p>(B) analyze the traditional roles of work and how the composition of the labor force has changed in the United States</p>	<p>(ii) analyze how the composition of the labor force has changed in the United States</p>
<p>(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:</p>	<p>(C) analyze the characteristics of late adulthood and changes on the individual and society such as retirement, physical and mental functioning, dependency on others, and death</p>	<p>(i) analyze the characteristics of late adulthood</p>
<p>(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:</p>	<p>(C) analyze the characteristics of late adulthood and changes on the individual and society such as retirement, physical and mental functioning, dependency on others, and death</p>	<p>(ii) analyze the changes on the individual</p>

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<p>(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:</p>	<p>(C) analyze the characteristics of late adulthood and changes on the individual and society such as retirement, physical and mental functioning, dependency on others, and death</p>	<p>(iii) analyze the changes on society</p>
<p>(9) Individual and society. The student will explain the nature and social function of deviance. The student is expected to:</p>	<p>(A) compare theories of deviance such as the functionalist, conflict, and interactionist perspectives</p>	<p>(i) compare theories of deviance</p>
<p>(9) Individual and society. The student will explain the nature and social function of deviance. The student is expected to:</p>	<p>(B) interpret differences in crime and arrest rates by social categories such as ethnicity, gender, socioeconomic status, and age, including cross-reference with the National Crime Victimization Survey</p>	<p>(i) interpret differences in crime rates by social categories, including cross-reference with the National Crime Victimization Survey</p>

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<p>(9) Individual and society. The student will explain the nature and social function of deviance. The student is expected to:</p>	<p>(B) interpret differences in crime and arrest rates by social categories such as ethnicity, gender, socioeconomic status, and age, including cross-reference with the National Crime Victimization Survey</p>	<p>(ii) interpret differences in arrest rates by social categories</p>
<p>(9) Individual and society. The student will explain the nature and social function of deviance. The student is expected to:</p>	<p>(C) analyze the criminal justice system in the United States in relation to deviant behavior</p>	<p>(i) analyze the criminal justice system in the United States in relation to deviant behavior</p>
<p>(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:</p>	<p>(A) analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each</p>	<p>(i) analyze the characteristics of caste systems</p>

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(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(A) analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each	(ii) analyze the characteristics of class systems
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(A) analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each	(iii) analyze the components of caste systems
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(A) analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each	(iv) analyze the components of class systems

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<p>(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:</p>	<p>(A) analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each</p>	<p>(v) analyze social mobility</p>
<p>(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:</p>	<p>(A) analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each</p>	<p>(vi) analyze how motivation affects each</p>
<p>(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:</p>	<p>(B) define poverty and its components and analyze poverty's impact on the individual and society</p>	<p>(i) define poverty</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(B) define poverty and its components and analyze poverty's impact on the individual and society	(ii) define its components
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(B) define poverty and its components and analyze poverty's impact on the individual and society	(iii) analyze poverty's impact on the individual
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(B) define poverty and its components and analyze poverty's impact on the individual and society	(iv) analyze poverty's impact on society
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(C) contrast theories of social stratification	(i) contrast theories of social stratification

Knowledge and Skills Statement	Student Expectation	Breakout
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(D) recognize and examine global stratification and inequality	(i) recognize global stratification
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(D) recognize and examine global stratification and inequality	(ii) recognize inequality
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(D) recognize and examine global stratification and inequality	(iii) examine global stratification
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(D) recognize and examine global stratification and inequality	(iv) examine inequality

Knowledge and Skills Statement	Student Expectation	Breakout
(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:	(A) define race and ethnicity and differentiate among the distinguishing characteristics of minority groups	(i) define race
(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:	(A) define race and ethnicity and differentiate among the distinguishing characteristics of minority groups	(ii) define ethnicity
(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:	(A) define race and ethnicity and differentiate among the distinguishing characteristics of minority groups	(iii) differentiate among the distinguishing characteristics of minority groups
(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:	(B) contrast the terms discrimination, prejudice, and bias	(i) contrast the terms discrimination, prejudice, and bias

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:</p>	<p>(C) discuss the ramifications of stereotyping</p>	<p>(i) discuss the ramifications of stereotyping</p>
<p>(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:</p>	<p>(D) analyze the varying treatment patterns of minority groups such as African American, Asian American, Hispanic American, and American Indian</p>	<p>(i) analyze the varying treatment patterns of minority groups</p>
<p>(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:</p>	<p>(E) explain instances of institutional racism in American society</p>	<p>(i) explain instances of institutional racism in American society</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:	(A) analyze how gender roles affect the opportunities available to men and women in society	(i) analyze how gender roles affect the opportunities available to men in society
(12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:	(A) analyze how gender roles affect the opportunities available to men and women in society	(ii) analyze how gender roles affect the opportunities available to women in society
(12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:	(B) analyze the effects of an aging society	(i) analyze the effects of an aging society
(12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:	(C) compare the nature of health care in a global society	(i) compare the nature of health care in a global society

Knowledge and Skills Statement	Student Expectation	Breakout
(12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:	(D) evaluate the nature of health care in different segments of American society	(i) evaluate the nature of health care in different segments of American society
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	(A) define the functions and rituals of the family and how the family has changed over time	(i) define the functions of the family
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	(A) define the functions and rituals of the family and how the family has changed over time	(ii) define the rituals of the family
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	(A) define the functions and rituals of the family and how the family has changed over time	(iii) define how the family has changed over time

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:</p>	<p>(B) define family systems and patterns</p>	<p>(i) define family systems</p>
<p>(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:</p>	<p>(B) define family systems and patterns</p>	<p>(ii) define family patterns</p>
<p>(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:</p>	<p>(C) analyze the trends in American society regarding family life and the needs that the institution of family satisfies</p>	<p>(i) analyze the trends in American society regarding family life</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:</p>	<p>(C) analyze the trends in American society regarding family life and the needs that the institution of family satisfies</p>	<p>(ii) analyze the needs that the institution of family satisfies</p>
<p>(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:</p>	<p>(D) analyze ways in which family life can be disrupted</p>	<p>(i) analyze ways in which family life can be disrupted</p>
<p>(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:</p>	<p>(A) define and differentiate between the economic models of free enterprise and socialism and how they impact society</p>	<p>(i) define the economic model of free enterprise</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:</p>	<p>(A) define and differentiate between the economic models of free enterprise and socialism and how they impact society</p>	<p>(ii) define the economic model of socialism</p>
<p>(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:</p>	<p>(A) define and differentiate between the economic models of free enterprise and socialism and how they impact society</p>	<p>(iii) differentiate between the economic models of free enterprise and socialism</p>
<p>(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:</p>	<p>(A) define and differentiate between the economic models of free enterprise and socialism and how they impact society</p>	<p>(iv) differentiate between how they impact society</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens	(i) define different types of government
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens	(ii) differentiate among different types of government
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens	(iii) discuss the legitimacy of those in power

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:</p>	<p>(B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens</p>	<p>(iv) discuss the impact of each on its citizens</p>
<p>(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:</p>	<p>(C) trace the changes in ideas about citizenship and participation of different groups through time</p>	<p>(i) trace the changes in ideas about citizenship</p>
<p>(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:</p>	<p>(C) trace the changes in ideas about citizenship and participation of different groups through time</p>	<p>(ii) trace the participation of different groups through time</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(15) Social institutions. The student identifies the basic social institutions of education and religion and explains their influence on society. The student is expected to:	(A) explain functionalist, conflict, and interactionist theories of education	(i) explain functionalist theories of education
(15) Social institutions. The student identifies the basic social institutions of education and religion and explains their influence on society. The student is expected to:	(A) explain functionalist, conflict, and interactionist theories of education	(ii) explain conflict theories of education
(15) Social institutions. The student identifies the basic social institutions of education and religion and explains their influence on society. The student is expected to:	(A) explain functionalist, conflict, and interactionist theories of education	(iii) explain interactionist theories of education
(15) Social institutions. The student identifies the basic social institutions of education and religion and explains their influence on society. The student is expected to:	(B) argue and defend some current issues in American education	(i) argue some current issues in American education

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(15) Social institutions. The student identifies the basic social institutions of education and religion and explains their influence on society. The student is expected to:</p>	<p>(B) argue and defend some current issues in American education</p>	<p>(ii) defend some current issues in American education</p>
<p>(15) Social institutions. The student identifies the basic social institutions of education and religion and explains their influence on society. The student is expected to:</p>	<p>(C) examine religion from the sociological point of view</p>	<p>(i) examine religion from the sociological point of view</p>
<p>(15) Social institutions. The student identifies the basic social institutions of education and religion and explains their influence on society. The student is expected to:</p>	<p>(D) analyze the functions of society and the basic societal needs that religion serves</p>	<p>(i) analyze the functions of society</p>
<p>(15) Social institutions. The student identifies the basic social institutions of education and religion and explains their influence on society. The student is expected to:</p>	<p>(D) analyze the functions of society and the basic societal needs that religion serves</p>	<p>(ii) analyze the basic societal needs that religion serves</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(15) Social institutions. The student identifies the basic social institutions of education and religion and explains their influence on society. The student is expected to:	(E) compare and contrast distinctive features of religion in the United States with religion in other societies	(i) compare and contrast distinctive features of religion in the United States with religion in other societies
(16) Social institutions. The student understands the basic social institutions of science and the mass media and their influence on society. The student is expected to:	(A) identify factors that have contributed to the institutionalization of science, explain the norms of scientific research, and explain how these norms differ from the realities of scientific research	(i) identify factors that have contributed to the institutionalization of science
(16) Social institutions. The student understands the basic social institutions of science and the mass media and their influence on society. The student is expected to:	(A) identify factors that have contributed to the institutionalization of science, explain the norms of scientific research, and explain how these norms differ from the realities of scientific research	(ii) explain the norms of scientific research

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(16) Social institutions. The student understands the basic social institutions of science and the mass media and their influence on society. The student is expected to:</p>	<p>(A) identify factors that have contributed to the institutionalization of science, explain the norms of scientific research, and explain how these norms differ from the realities of scientific research</p>	<p>(iii) explain how these norms differ from the realities of scientific research</p>
<p>(16) Social institutions. The student understands the basic social institutions of science and the mass media and their influence on society. The student is expected to:</p>	<p>(B) trace major developments in the history of mass media and identify the types of mass media in the United States</p>	<p>(i) trace major developments in the history of mass media</p>
<p>(16) Social institutions. The student understands the basic social institutions of science and the mass media and their influence on society. The student is expected to:</p>	<p>(B) trace major developments in the history of mass media and identify the types of mass media in the United States</p>	<p>(ii) identify the types of mass media in the United States</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(16) Social institutions. The student understands the basic social institutions of science and the mass media and their influence on society. The student is expected to:	(C) explain the differences between the functionalist and conflict perspectives of mass media	(i) explain the differences between the functionalist and conflict perspectives of mass media
(16) Social institutions. The student understands the basic social institutions of science and the mass media and their influence on society. The student is expected to:	(D) examine contemporary mass media issues	(i) examine contemporary mass media issues
(17) Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:	(A) describe the study of demography, the basic demographic concepts, and changes in settlement patterns on society	(i) describe the study of demography
(17) Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:	(A) describe the study of demography, the basic demographic concepts, and changes in settlement patterns on society	(ii) describe the basic demographic concepts

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:</p>	<p>(A) describe the study of demography, the basic demographic concepts, and changes in settlement patterns on society</p>	<p>(iii) describe changes in settlement patterns on society</p>
<p>(17) Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:</p>	<p>(B) explain and critique various theories of population growth and its impact on society</p>	<p>(i) explain various theories of population growth</p>
<p>(17) Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:</p>	<p>(B) explain and critique various theories of population growth and its impact on society</p>	<p>(ii) critique various theories of population growth</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(17) Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:	(B) explain and critique various theories of population growth and its impact on society	(iii) explain [their] impact on society
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(A) compare and contrast various types of collective behavior and social movements and how they affect society	(i) compare and contrast various types of collective behavior
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(A) compare and contrast various types of collective behavior and social movements and how they affect society	(ii) compare and contrast various types of social movements
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(A) compare and contrast various types of collective behavior and social movements and how they affect society	(iii) compare and contrast how they affect society

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:</p>	<p>(B) discuss theories that have been developed to explain collective behavior and social movements</p>	<p>(i) discuss theories that have been developed to explain collective behavior</p>
<p>(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:</p>	<p>(B) discuss theories that have been developed to explain collective behavior and social movements</p>	<p>(ii) discuss theories that have been developed to explain social movements</p>
<p>(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:</p>	<p>(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change</p>	<p>(i) illustrate three social processes that contribute to social change</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:</p>	<p>(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change</p>	<p>(ii) discuss how technology cause[s] cultures to change</p>
<p>(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:</p>	<p>(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change</p>	<p>(iii) discuss how population cause[s] cultures to change</p>
<p>(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:</p>	<p>(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change</p>	<p>(iv) discuss how natural environment cause[s] cultures to change</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:</p>	<p>(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change</p>	<p>(v) discuss how revolution cause[s] cultures to change</p>
<p>(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:</p>	<p>(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change</p>	<p>(vi) discuss how war cause[s] cultures to change</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:</p>	<p>(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change</p>	<p>(vii) evaluate how technology cause[s] cultures to change</p>
<p>(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:</p>	<p>(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change</p>	<p>(viii) evaluate how population cause[s] cultures to change</p>
<p>(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:</p>	<p>(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change</p>	<p>(ix) evaluate how natural environment cause[s] cultures to change</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:</p>	<p>(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change</p>	<p>(x) evaluate how revolution cause[s] cultures to change</p>
<p>(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:</p>	<p>(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change</p>	<p>(xi) evaluate how war cause[s] cultures to change</p>
<p>(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(A) create a product on a contemporary sociological issue or topic using critical methods of inquiry</p>	<p>(i) create a product on a contemporary sociological issue or topic using critical methods of inquiry</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(B) 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>(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(B) 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>(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(B) 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>(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(B) 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>(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(B) 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>(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(B) 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>(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(B) 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>(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(B) 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>(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(B) 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>(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(C) use appropriate mathematical skills to interpret sociological information</p>	<p>(i) use appropriate mathematical skills to interpret sociological information</p>
<p>(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(A) use sociology-related terminology correctly</p>	<p>(i) use sociology-related terminology correctly</p>

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

Knowledge and Skills Statement	Student Expectation	Breakout
(20) 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 written or visual to statistical, using computer software as appropriate	(i) transfer information from one medium to another, including written to visual, using computer software as appropriate
(20) 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 written or visual to statistical, using computer software as appropriate	(ii) transfer information from one medium to another, including written or visual to statistical, using computer software as appropriate
(20) 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

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(D) create written, oral, and visual presentations of social studies information</p>	<p>(ii) create oral presentations of social studies information</p>
<p>(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(D) create written, oral, and visual presentations of social studies information</p>	<p>(iii) create visual presentations of social studies information</p>
<p>(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p>	<p>(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</p>	<p>(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</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p>	<p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</p>	<p>(i) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</p>
<p>(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p>	<p>(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation</p>	<p>(i) participate in conflict resolution using persuasion</p>
<p>(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p>	<p>(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation</p>	<p>(ii) participate in conflict resolution using compromise</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(21) 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:	(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation	(iii) participate in conflict resolution using debate
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