

Subject

Subchapter

Course

(4) 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 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 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 and 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, 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 Grade 7 shall

| (C) Knowledge and skills. | | |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
| (1) History. The student understands the development of the field of psychology. The student is expected to: | (A) identify characteristics that differentiate the field of psychology from other related social sciences | (i) identify characteristics that differentiate the field of psychology from other related social sciences |
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| (1) History. The student understands the development of the field of psychology. The student is expected to: | (B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic | (i) trace the historical development of the contemporary perspectives in psychology, including biological |
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| (1) History. The student understands the development of the field of psychology. The student is expected to: | (B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic | (ii) trace the historical development of the contemporary perspectives in psychology, including behavioral |
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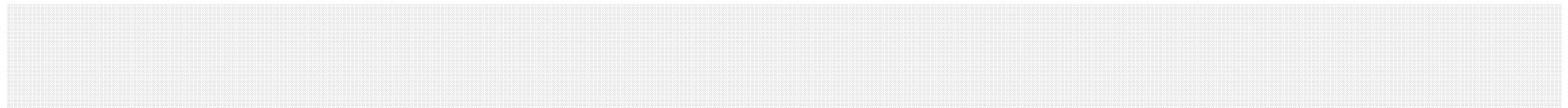
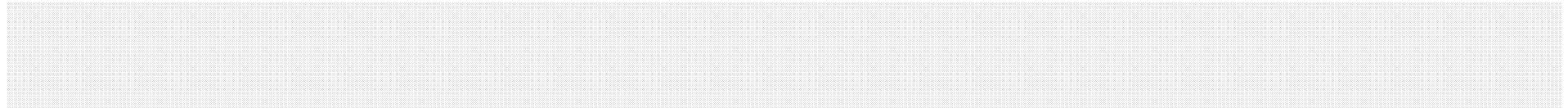
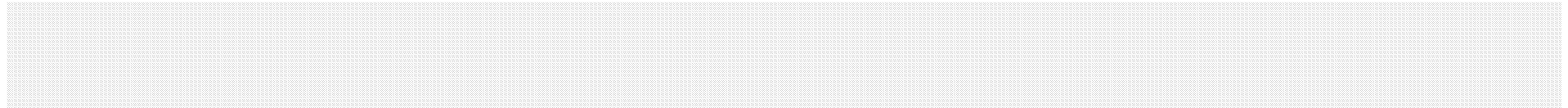
| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(1) History. The student understands the development of the field of psychology. The student is expected to:</p> | <p>(ii) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic</p> | <p>(iii) trace the historical development of the contemporary perspectives in psychology, including cognitive</p> |
| <p>(1) History. The student understands the development of the field of psychology. The student is expected to:</p> | <p>(ii) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic</p> | <p>(iv) trace the historical development of the contemporary perspectives in psychology, including sociocultural</p> |

| Knowledge and Skills Statement | Student Expectation | Breakout |
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(1) History. The student understands the development of the field of psychology. The student is expected to:

(B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural,

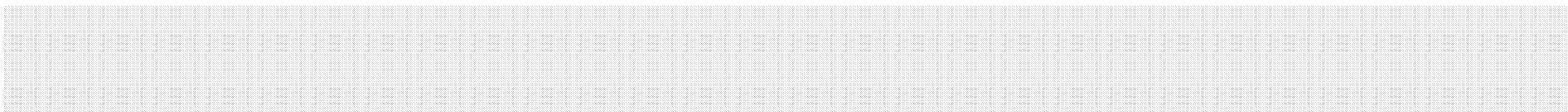
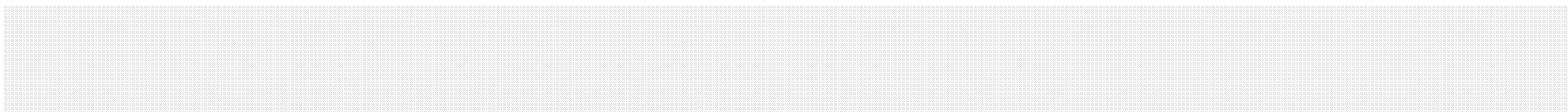
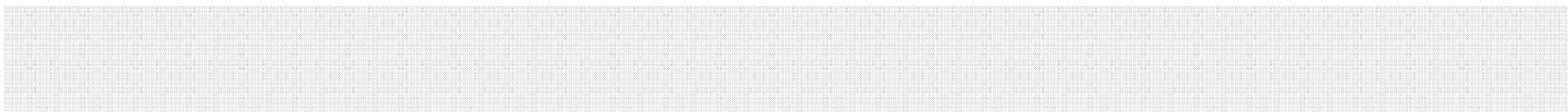
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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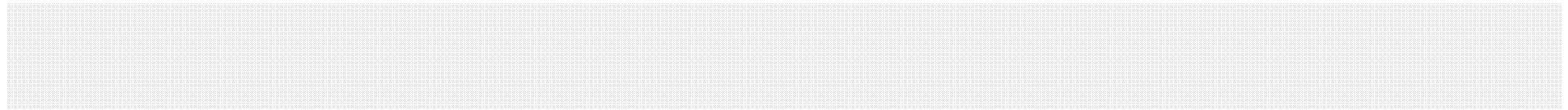
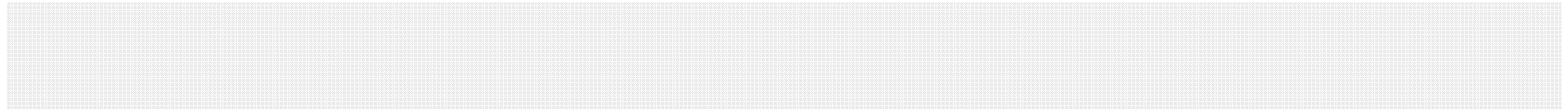
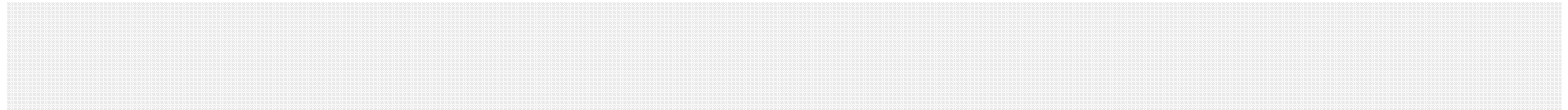
(2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to:



| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to:</p> | <p>(i) define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation)</p> | <p>(ii) define measures of dispersion (range and standard deviation)</p> |
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| <p>(2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to:</p> | <p>(i) define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation)</p> | <p>(iii) interpret measures of central tendency (mean, median, and mode)</p> |
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| <p>(2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to:</p> | <p>(i) define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation)</p> | <p>(iv) interpret measures of dispersion (range and standard deviation)</p> |
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(3) Science of psychology. The student understands the



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(3) Science of psychology. The student understands the relationship between biology and behavior. The student is expected to:

(B) explain the effects of the endocrine and nervous systems.

(3) Science of psychology. The student understands the relationship between biology and behavior. The student is expected to:

(B) explain the effects of the endocrine and nervous systems.

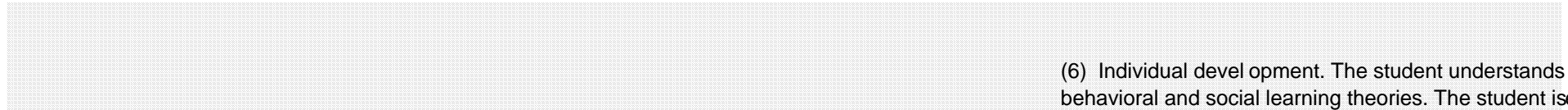
| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to:</p> | <p>(A) explain the capabilities and limitations of sensory systems and individual perceptions</p> | <p>(i) explain the capabilities of sensory systems</p> |
| <p>(4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to:</p> | <p>(A) explain the capabilities and limitations of sensory systems and individual perceptions</p> | <p>(ii) explain the capabilities of individual perceptions</p> |
| <p>(4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to:</p> | <p>(A) explain the capabilities and limitations of sensory systems and individual perceptions</p> | <p>(iii) explain the limitations of sensory systems</p> |
| <p>(4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to:</p> | <p>(A) explain the capabilities and limitations of sensory systems and individual perceptions</p> | <p>(iv) explain the limitations of individual perceptions</p> |

| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (5) Individual development. The student understands that development is a life-long process. The student is expected to | (f) evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality | (i) evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality |
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| (5) Individual development. The student understands that development is a life-long process. The student is expected to | (g) evaluate the presented theories of human development and specify the strengths and weaknesses of each | (i) evaluate the presented theories of human development |
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| (5) Individual development. The student understands that development is a life-long process. The student is expected to | (g) evaluate the presented theories of human development and specify the strengths and weaknesses of each | (ii) specify the strengths of each |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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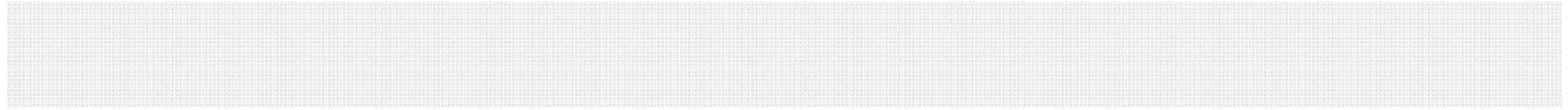
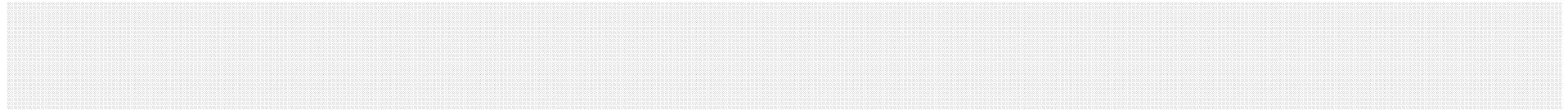
(5) Individual development. The student understands that development is a life-long process. The student is expected to:
 (A) evaluate the presented theories of human development and specify the strengths and weaknesses of each

(iii) specify the weaknesses of each



(6) Individual development. The student understands behavioral and social learning theories. The student is expected to:
 (i) demonstrate an understanding of the principles of operant and classical conditioning

(6) Individual development. The student understands behavioral and social learning theories. The student is expected to:
 (A) demonstrate an understanding of the principles of operant and classical conditioning

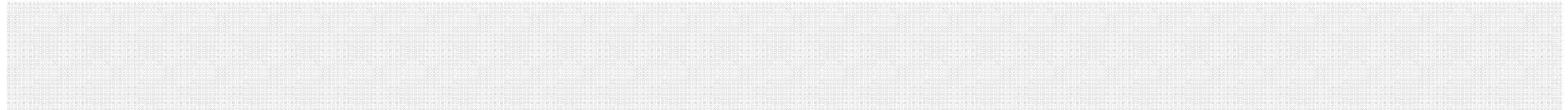


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(6) Individual development. The student understands behavioral and social learning theories. The student is expected to:

(A) demonstrate an understanding of the principles of operant and classical conditioning and of social learning

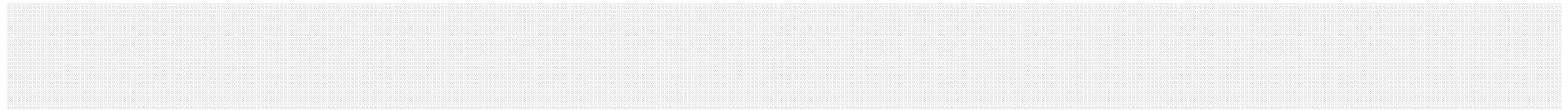
(iii) demonstrate an understanding of the principles of social learning



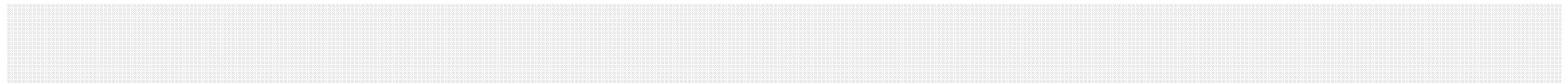
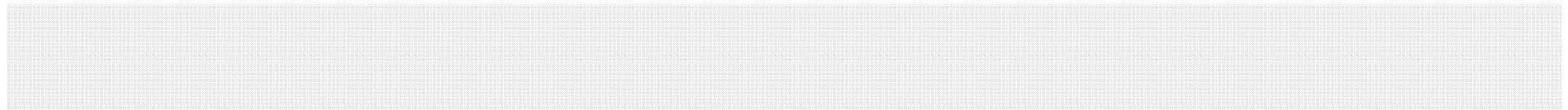
(6) Individual development. The student understands behavioral and social learning theories. The student is expected to:

(B) describe the processes of learning using typical classroom situations

(i) describe the processes of learning using typical classroom situations



(7) Individual identity. The student understands the principles of motivation and emotion. The student is expected to:

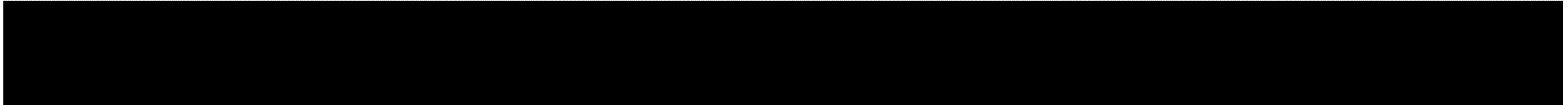
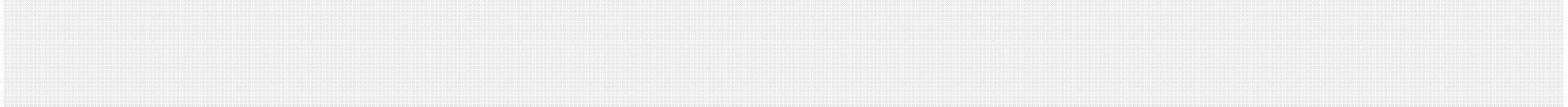
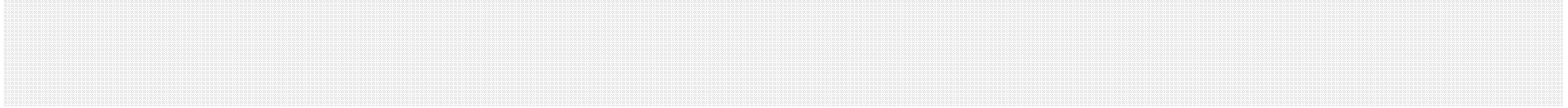


| Knowledge and Skills Statement | Student Expectation | Breakout |
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(10) Individual identity. The student understands the development and assessment of personality. The student is expected to:

(B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural

(ii) compare various theories of personality, including

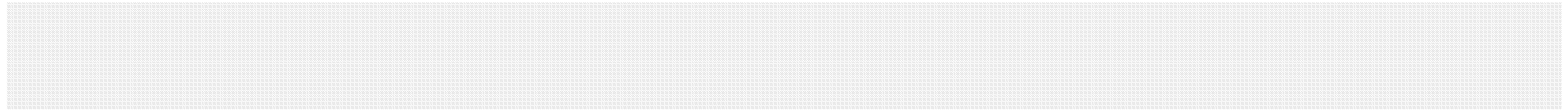
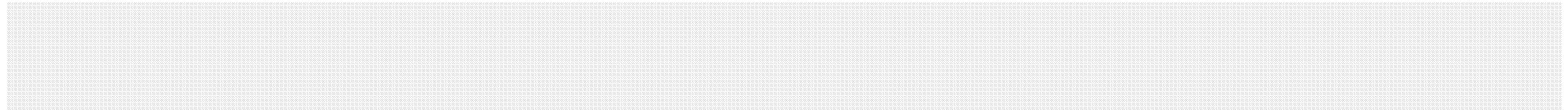
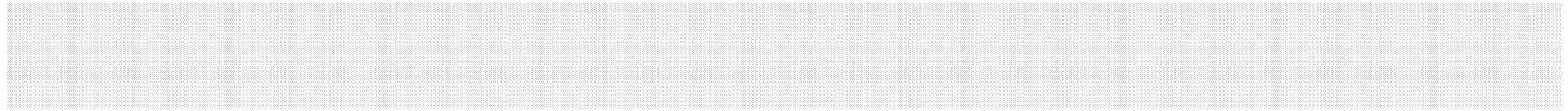


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(10) Individual identity. The student understands the development and assessment of personality. The student is expected to:

(B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural

(v) evaluate various theories of personality, including



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| <p>(10) Individual identity. The student understands the development and assessment of personality. The student is expected to:</p> | <p>(B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural</p> | <p>(viii) evaluate various theories of personality, including sociocultural</p> |
| <p>(10) Individual identity. The student understands the development and assessment of personality. The student is expected to:</p> | <p>(C) describe personality assessment tools</p> | <p>(i) describe personality assessment tools</p> |
| <p>(11) Individual experience. The student understands the elements of cognition. The student is expected to:</p> | <p>(A) define and identify the basic elements of thought</p> | <p>(i) define the basic elements of thought</p> |
| <p>(11) Individual experience. The student understands the elements of cognition. The student is expected to:</p> | <p>(A) define and identify the basic elements of thought</p> | <p>(ii) identify the basic elements of thought</p> |

| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (B) identify strategies and obstacles associated with problem solving and decision making | (i) identify strategies associated with problem solving |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (B) identify strategies and obstacles associated with problem solving and decision making | (ii) identify obstacles associated with problem solving |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (B) identify strategies and obstacles associated with problem solving and decision making | (iii) identify strategies associated with decision making |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (B) identify strategies and obstacles associated with problem solving and decision making | (iv) identify obstacles associated with decision making |

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| <p>(11) Individual experience. The student understands basic elements of cognition. The student is expected to:</p> | <p>(C) explore the structural features of language</p> | <p>(i) explore the structural features of language</p> |
| <p>(11) Individual experience. The student understands basic elements of cognition. The student is expected to:</p> | <p>(D) discuss theories of language acquisition and development</p> | <p>(i) discuss theories of language acquisition</p> |
| <p>(11) Individual experience. The student understands basic elements of cognition. The student is expected to:</p> | <p>(D) discuss theories of language acquisition and development</p> | <p>(ii) discuss theories of language development</p> |
| <p>(11) Individual experience. The student understands basic elements of cognition. The student is expected to:</p> | <p>(E) evaluate the limitations and capabilities of the information processing model</p> | <p>(i) evaluate the limitations of the information processing model</p> |

| Knowledge and Skills Statement | Student Expectation | Breakout |
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| | | |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (E) evaluate the limitations and capabilities of the information processing model | (ii) evaluate the capabilities of the information processing model |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (E) understand the states and levels of consciousness | (i) understand the states of consciousness |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (E) understand the states and levels of consciousness | (ii) understand the levels of consciousness |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (A) explain stress and the individual's physiological, behavioral, and psychological responses to stressors | (i) explain stress |

| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(12) Individual experience. The student understands the multifaceted aspects of mental health. The student is to:</p> | <p>(A) explain stress and the individual's physiological, behavioral, and psychological responses to stressors</p> | <p>(ii) explain the individual's physiological responses to stressors</p> |
| <p>(12) Individual experience. The student understands the multifaceted aspects of mental health. The student is to:</p> | <p>(A) explain stress and the individual's physiological, behavioral, and psychological responses to stressors</p> | <p>(iii) explain the individual's behavioral responses to stressors</p> |
| <p>(12) Individual experience. The student understands the multifaceted aspects of mental health. The student is to:</p> | <p>(A) explain stress and the individual's physiological, behavioral, and psychological responses to stressors</p> | <p>(iv) explain the individual's psychological responses to stressors</p> |

Knowledge and Skills Statement

Student Expectation

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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is to: | (D) recognize the biological, social, and cognitive origins of abnormal behavior | (iii) recognize the cognitive origins of abnormal behavior |
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| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is to: | (E) discuss major categories of abnormal behaviors and identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM) | (i) discuss major categories of abnormal behaviors |
| | | |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is to: | (E) discuss major categories of abnormal behaviors and identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM) | (ii) identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM) |
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| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (E) evaluate the effectiveness of past and present methods of therapy | (i) evaluate the effectiveness of past methods of therapy |
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| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (E) evaluate the effectiveness of past and present methods of therapy | (ii) evaluate the effectiveness of present methods of therapy |
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| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (A) describe how attributions affect explanations of behavior | (i) describe how attributions affect explanations of behavior |
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (B) explore the nature and effects of bias and discrimination | (i) explore the nature of bias |

| Knowledge and Skills Statement | Student Expectation | Breakout |
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| <p>(14) 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) know and evaluate conclusions from qualitative information</p> | <p>(i) draw conclusions from qualitative information</p> |
| <p>(14) 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) know and evaluate conclusions from qualitative information</p> | <p>(ii) evaluate conclusions from qualitative information</p> |
| <p>(14) 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) apply evaluation rules to quantitative information</p> | <p>(i) apply evaluation rules to quantitative information</p> |

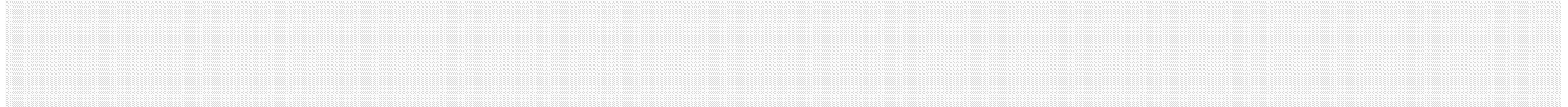
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| <p>(14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p> | <p>(D) analyze information by 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>(14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p> | <p>(D) 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> |

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(14) 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:

(iv) 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

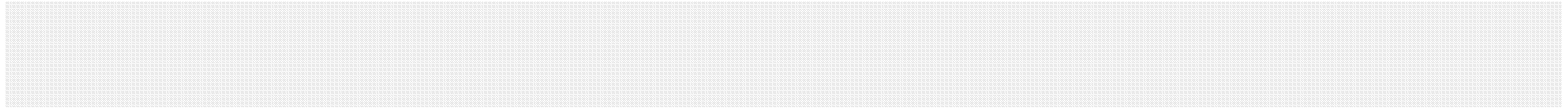
(v) analyze information by contrasting



(14) 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:

(iv) analyze information by sequencing,

(v) analyze information by contrasting



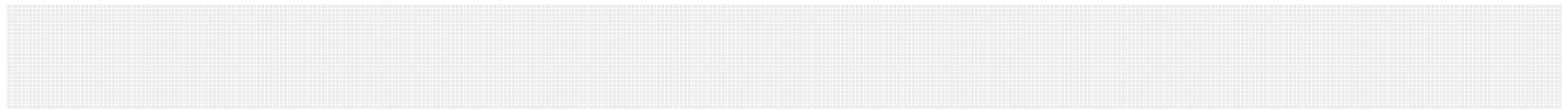
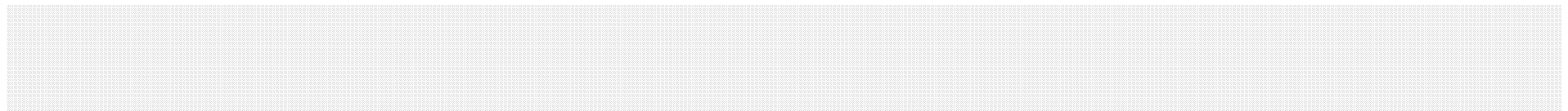
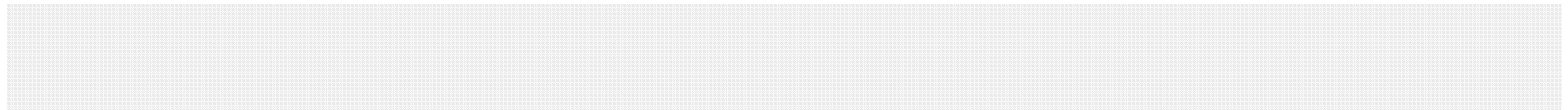
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| <p>(14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p> | <p>(D) analyze information by 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>(14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p> | <p>(D) 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> |

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| <p>(14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p> | <p>(D) 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> |
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| <p>(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> | <p>(A) use psychology-related terminology correctly</p> | <p>(i) use psychology-related terminology correctly</p> |
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| <p>(15) 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, and punctuation</p> | <p>(i) use standard grammar</p> |
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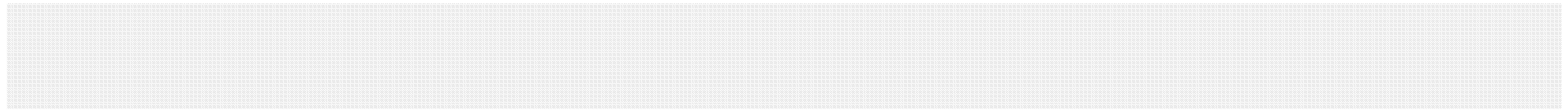
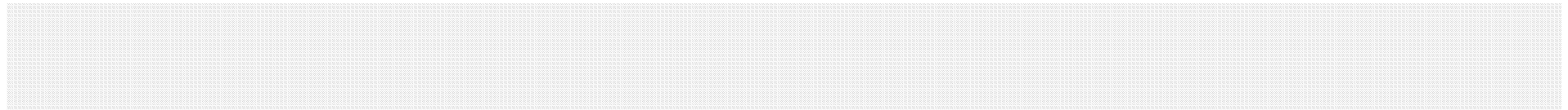
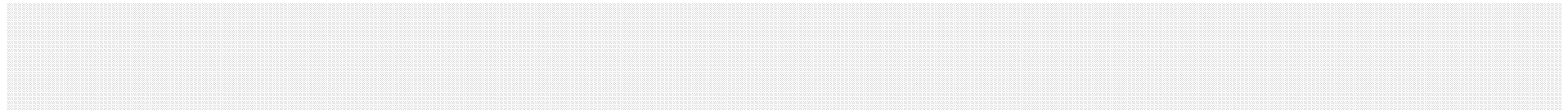
(15) Social studies skills. The student communicates information (C) transfer information from one medium to written, oral, and visual forms. The student is expected to transfer information from one medium to written, oral, and visual forms. The student is expected to transfer information from one medium to written, oral, and visual forms.



| Knowledge and Skills Statement | Student Expectation | Breakout |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(15) 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>(15) 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>(16) 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 |
|--------------------------------|---------------------|----------|
|--------------------------------|---------------------|----------|

(16) 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:



| Knowledge and Skills Statement | Student Expectation | Breakout |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| | | |
| <p>(17) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to:</p> | <p>(B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment</p> | <p>(i) monitor self-directed inquiry or projects for timelines</p> |
| | | |
| <p>(17) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to:</p> | <p>(B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment</p> | <p>(ii) monitor self-directed inquiry or projects for accuracy</p> |
| | | |
| <p>(17) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to:</p> | <p>(B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment</p> | <p>(iii) monitor self-directed inquiry or projects for goal attainment</p> |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <p>(18) Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to:</p> | <p>(A) analyze examples of attitudes, beliefs, and behaviors related to changes in available technology</p> | <p>(i) analyze examples of attitudes related to changes in available technology</p> |
| <p>(18) Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to:</p> | <p>(A) analyze examples of attitudes, beliefs, and behaviors related to changes in available technology</p> | <p>(ii) analyze examples of beliefs related to changes in available technology</p> |
| <p>(18) Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to:</p> | <p>(A) analyze examples of attitudes, beliefs, and behaviors related to changes in available technology</p> | <p>(iii) analyze examples of behaviors related to changes in available technology</p> |

