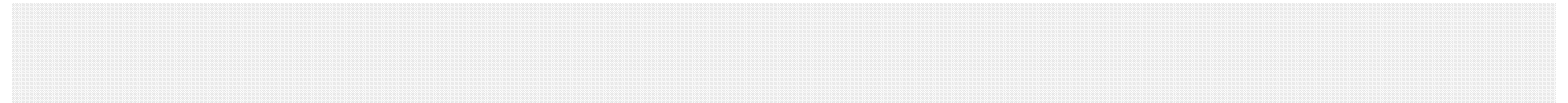


Knowledge and Skills Statement

Student Expectation

Breakout

(1) History. The student understands the causes and effects of



Knowledge and Skills Statement	Student Expectation	Breakout
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(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565 with the founding of St. Augustine. The student is expected to:</p>	<p>(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain</p>	<p>(viii) explain why groups of people colonized the United States, including the search for economic gain</p>
<p>(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565 with the founding of St. Augustine. The student is expected to:</p>	<p>(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain</p>	<p>(ix) explain when groups of people settled in the United States</p>
<p>(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565 with the founding of St. Augustine. The student is expected to:</p>	<p>(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain</p>	<p>(x) explain where groups of people settled in the United States</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) History. The student understands how conflict between American colonies and Great Britain led to American independence. The student is expected to:</p>	<p>(i) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party</p>	<p>(ii) identify the effects of events prior to the American Revolution, including the French and Indian War</p>
<p>(2) History. The student understands how conflict between American colonies and Great Britain led to American independence. The student is expected to:</p>	<p>(ii) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party</p>	<p>(iii) identify the causes of events prior to the American Revolution, including the Boston Tea Party</p>
<p>(2) History. The student understands how conflict between American colonies and Great Britain led to American independence. The student is expected to:</p>	<p>(iii) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party</p>	<p>(iv) identify the effects of events prior to the American Revolution, including the Boston Tea Party</p>



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) History. The student understands how conflict between American colonies and Great Britain led to American independence. The student is expected to:</p>	<p>(vii) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party</p>	<p>(viii) analyze the effects of events prior to the American Revolution, including the Boston Tea Party</p>
<p>(2) History. The student understands how conflict between American colonies and Great Britain led to American independence. The student is expected to:</p>	<p>(vii) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party</p>	<p>(ix) identify the causes of events during the American Revolution</p>
<p>(2) History. The student understands how conflict between American colonies and Great Britain led to American independence. The student is expected to:</p>	<p>(vii) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party</p>	<p>(x) identify the effects of events during the American Revolution</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) History. The student understands how conflict between American colonies and Great Britain led to American independence. The student is expected to:</p>	<p>(ix) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party</p>	<p>(xi) analyze the causes of events during the American Revolution</p>
<p>(2) History. The student understands how conflict between American colonies and Great Britain led to American independence. The student is expected to:</p>	<p>(ix) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party</p>	<p>(xii) analyze the effects of events during the American Revolution</p>
<p>(2) History. The student understands how conflict between American colonies and Great Britain led to American independence. The student is expected to:</p>	<p>(ix) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period</p>	<p>(i) identify the Founding Fathers, including John Adams</p>

Knowledge and Skills Statement	Student Expectation	Breakout
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(2) History. The student understands how conflict between American colonies and Great Britain led to American independence. The student is expected to:

(i) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period

(ii) identify [his] motivations during the revolutionary period

(2) History. The student understands how conflict between American colonies and Great Britain led to American independence. The student is expected to:

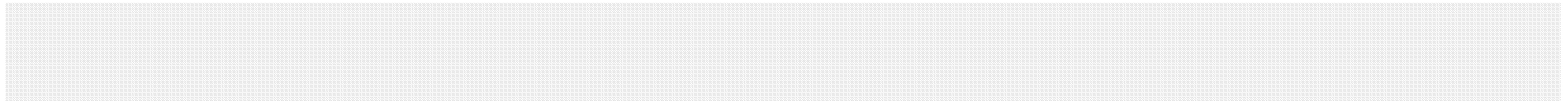
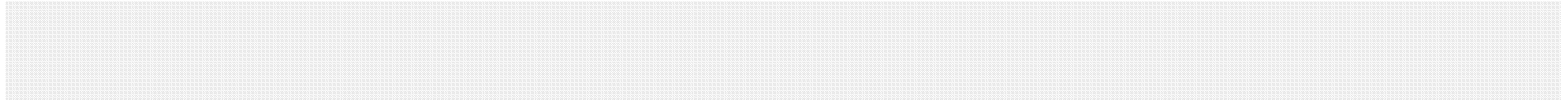
(i) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) History. The student understands how conflict between American colonies and Great Britain led to American independence. The student is expected to:</p>	<p>(iv) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period</p>	<p>(iv) identify the Founding Fathers, including Benjamin Franklin</p>
<p>(2) History. The student understands how conflict between American colonies and Great Britain led to American independence. The student is expected to:</p>	<p>(iv) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period</p>	<p>(v) identify [his] motivations during the revolutionary period</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) History. The student understands how conflict between American colonies and Great Britain led to American independence. The student is expected to:</p>	<p>(v) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period</p>	<p>(vi) identify [his] contributions during the revolutionary period</p>
<p>(2) History. The student understands how conflict between American colonies and Great Britain led to American independence. The student is expected to:</p>	<p>(v) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period</p>	<p>(vii) identify the Founding Fathers, including Thomas Jefferson</p>

Knowledge and Skills Statement	Student Expectation	Breakout
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(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:

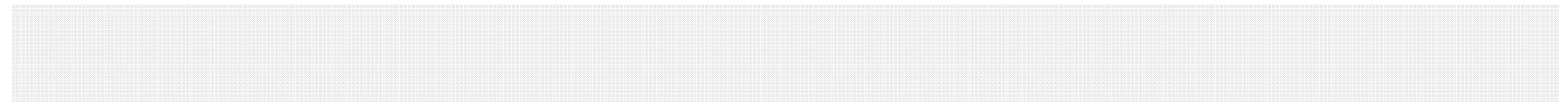
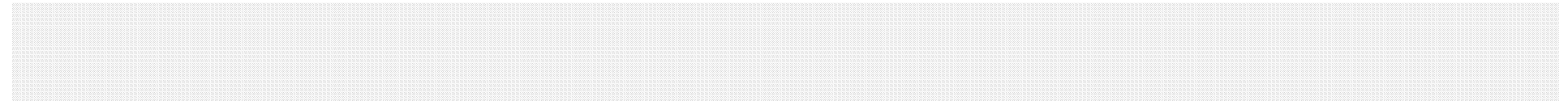


Knowledge and Skills Statement	Student Expectation	Breakout
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(2) History. The student understands how conflict between American colonies and Great Britain led to American independence. The student is expected to:

(i) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period

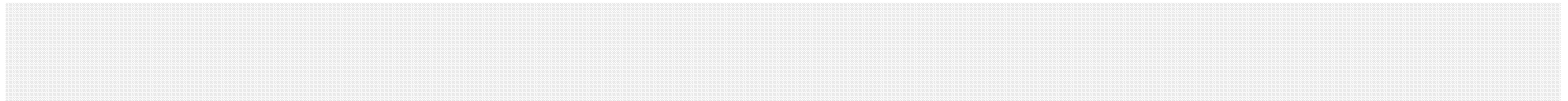
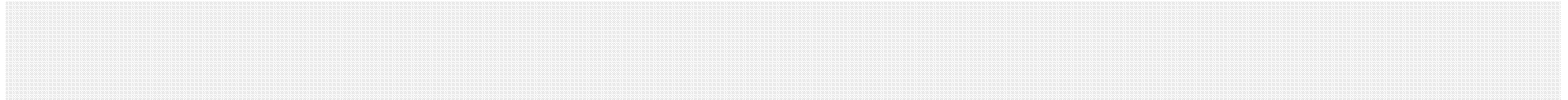
(xii) identify [his] contributions during the revolutionary period



Knowledge and Skills Statement	Student Expectation	Breakout
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(2) History. The student understands how conflict between American colonies and Great Britain led to American independence. The student is expected to:

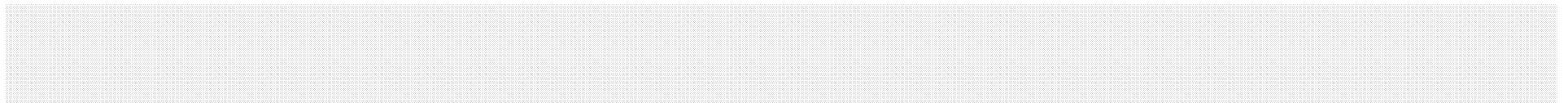
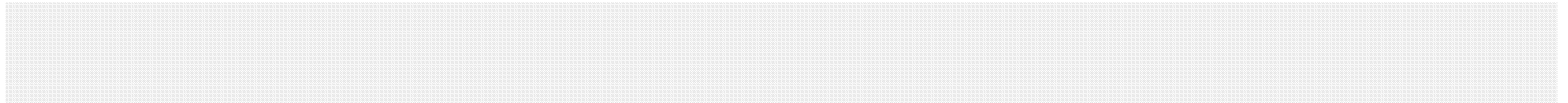
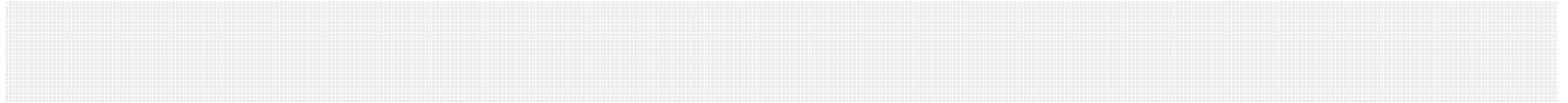
(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) History. The student understands how conflict between American colonies and Great Britain led to American independence. The student is expected to:</p>	<p>(ix) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period</p>	<p>(xx) identify their motivations during the revolutionary period</p>
<p>(2) History. The student understands how conflict between American colonies and Great Britain led to American independence. The student is expected to:</p>	<p>(ix) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period</p>	<p>(xxi) identify their contributions during the revolutionary period</p>

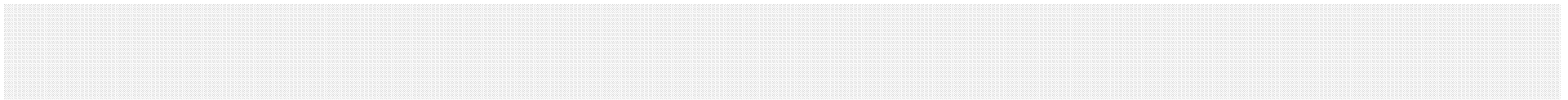
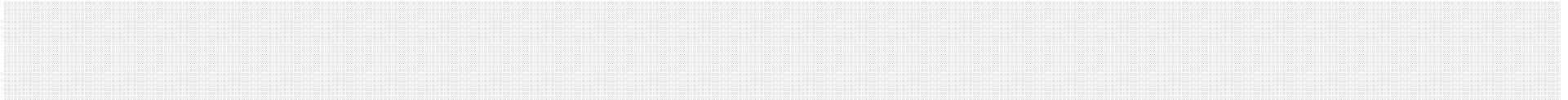
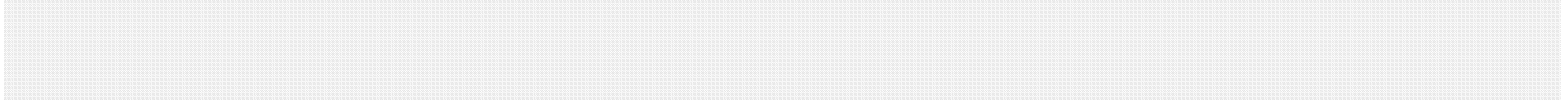
Knowledge and Skills Statement	Student Expectation	Breakout
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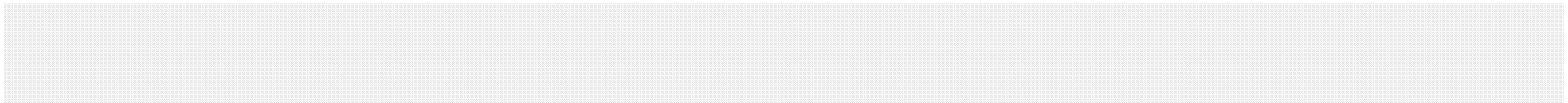
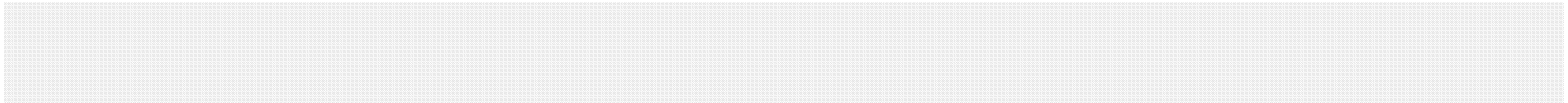


Knowledge and Skills Statement	Student Expectation	Breakout
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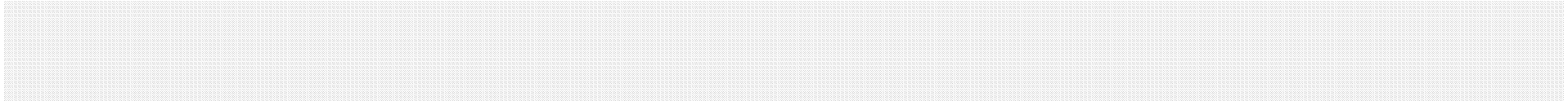
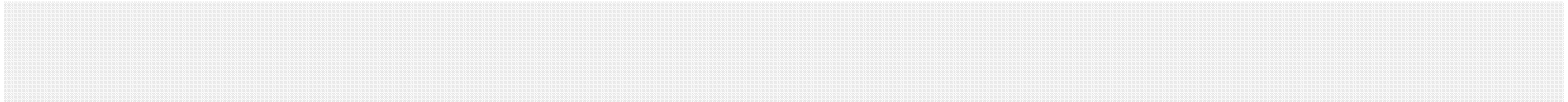


Knowledge and Skills Statement	Student Expectation	Breakout
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Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands political, economic, changes that occurred in the United States during the 19th century. The student is expected to:</p>	<p>(E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution</p>	<p>(i) identify the causes of the Civil War, including sectionalism</p>
<p>(4) History. The student understands political, economic, changes that occurred in the United States during the 19th century. The student is expected to:</p>	<p>(E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution</p>	<p>(ii) identify the causes of the Civil War, including states' rights</p>

Knowledge and Skills Statement	Student Expectation	Breakout
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Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands political, economic, changes that occurred in the United States during the 19th century. The student is expected to:</p>	<p>(E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution</p>	<p>(vi) identify the effects of the Civil War, including the 14th amendment to the U.S. Constitution</p>
<p>(4) History. The student understands political, economic, changes that occurred in the United States during the 19th century. The student is expected to:</p>	<p>(E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution</p>	<p>(vii) identify the effects of the Civil War, including the 15th amendment to the U.S. Constitution</p>
<p>(4) History. The student understands political, economic, changes that occurred in the United States during the 19th century. The student is expected to:</p>	<p>(F) explain how industry and the mechanization of agriculture changed the American way of life</p>	<p>(i) explain how industry changed the American way of life</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) History. The student understands political, economic, changes that occurred in the United States during the 19th century. The student is expected to:</p>	<p>(F) explain how industry and the mechanization of agriculture changed the American way of life</p>	<p>(ii) explain how mechanization of agriculture changed the American way of life</p>
<p>(4) History. The student understands political, economic, changes that occurred in the United States during the 19th century. The student is expected to:</p>	<p>(G) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups</p>	<p>(i) identify the challenges of people from various American Indian groups</p>
<p>(4) History. The student understands political, economic, changes that occurred in the United States during the 19th century. The student is expected to:</p>	<p>(G) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups</p>	<p>(ii) identify the challenges of people from various immigrant groups</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:</p>	<p>(C) identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics</p>	<p>(i) identify the accomplishments of individuals who have made contributions to society in the areas of civil rights</p>



(5)

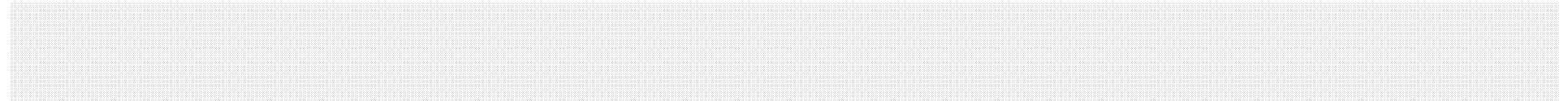


Knowledge and Skills Statement	Student Expectation	Breakout
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(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

(C) identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics

(vi) identify the accomplishments of groups who have made contributions to society in the area of women's rights



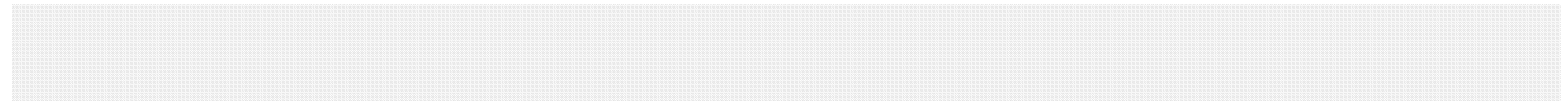
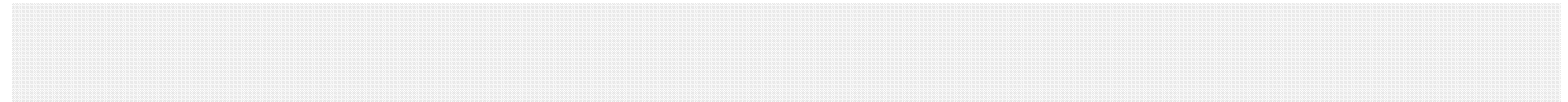
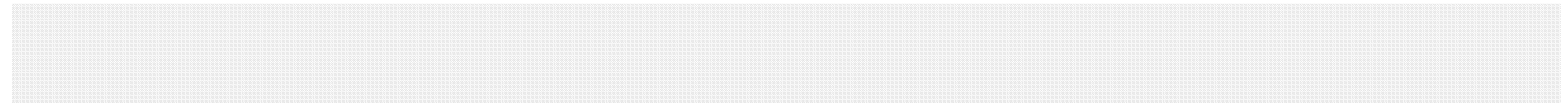
Knowledge and Skills Statement	Student Expectation	Breakout
(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps	(ii) apply geographic tools, including legends, to construct maps
(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps	(iii) apply geographic tools, including symbols, to construct maps
(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps	(iv) apply geographic tools, including scales, to construct maps

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(B) translate geographic data into a variety of formats such as raw data to graphs and maps	(i) translate geographic data into a variety of formats
(7) Geography. The student understands the concept of regions in the United States. The student is expected to:	(B) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity	(i) describe a variety of regions in the United States that result from patterns of human activity
(7) Geography. The student understands the concept of regions in the United States. The student is expected to:	(B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains	(i) describe a variety of regions in the United States that result from physical characteristics

Knowledge and Skills Statement	Student Expectation	Breakout
(8) Geography. The student understands the location and of settlement and the geographic factors that influence where people live. The student is expected to:	(A) identify and describe the types of settlement and patterns of land use in the United States	(ii) identify the patterns of land use in the United States
(8) Geography. The student understands the location and of settlement and the geographic factors that influence where people live. The student is expected to:	(A) identify and describe the types of settlement and patterns of land use in the United States	(iii) describe the types of settlement in the United States
(8) Geography. The student understands the location and of settlement and the geographic factors that influence where people live. The student is expected to:	(A) identify and describe the types of settlement and patterns of land use in the United States	(iv) describe the patterns of land use in the United States
(8) Geography. The student understands the location and of settlement and the geographic factors that influence where people live. The student is expected to:	(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present	(i) explain the geographic factors that influence patterns of settlement in the United States, past and present

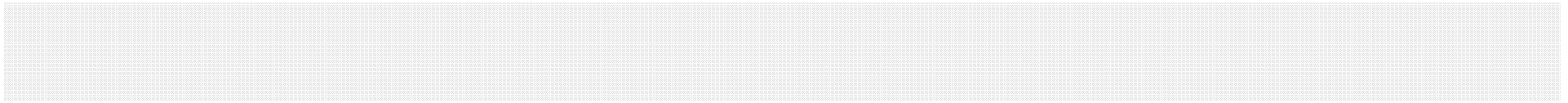
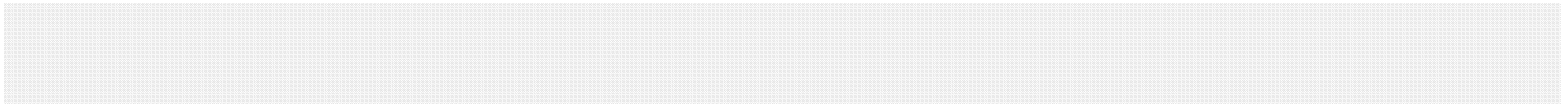
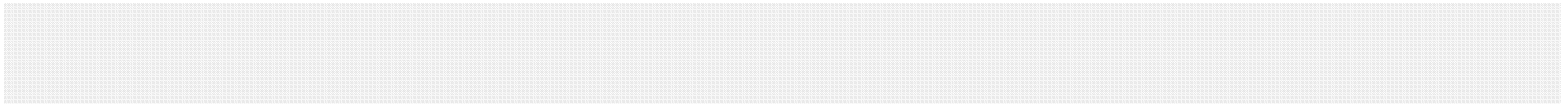
Knowledge and Skills Statement	Student Expectation	Breakout
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(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence w



Knowledge and Skills Statement	Student Expectation	Breakout
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(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to: (A) describe how and why people adapt to and modify their environment. The student is expected to:

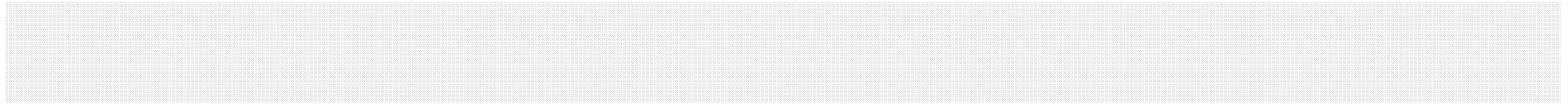


Knowledge and Skills Statement	Student Expectation	Breakout
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(10) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:

(A) explain the economic patterns of early European colonists

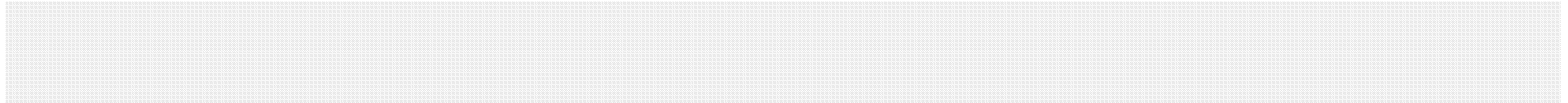
(i) explain the economic patterns of early European colonists



(10) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:

(B) identify major industries of colonial America

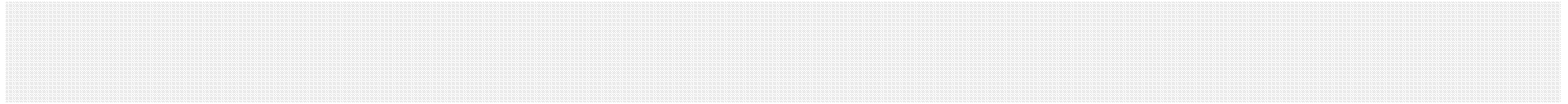
(i) identify major industries of colonial America



(11) Economics. The student understands the development characteristics, and benefits of the free enterprise system in colonial America and the United States. The student is expected to:

(A) describe the development of the free enterprise system in colonial America and the United States

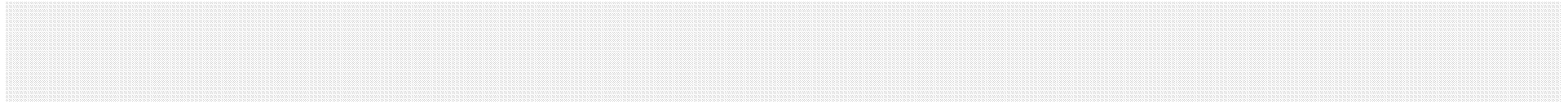
(i) describe the development of the free enterprise system in colonial America



(11) Economics. The student understands the development characteristics, and benefits of the free enterprise system in colonial America and the United States. The student is expected to:

(A) describe the development of the free enterprise system in colonial America and the United States

(ii) describe the development of the free enterprise system in colonial America



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(12) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:</p>	<p>(B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States</p>	<p>(ii) evaluate the effects of supply and demand on industry in the United States</p>
<p>(12) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:</p>	<p>(B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States</p>	<p>(iii) evaluate the effects of supply and demand on agriculture, including the plantation system, in the United States</p>
<p>(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:</p>	<p>(A) compare how people in different parts of the United States earn a living, past and present</p>	<p>(i) compare how people in different parts of the United States earn a living, past and present</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to	(B) identify and explain how geographic factors have influenced the location of economic activities in the United States	(i) identify how geographic factors have influenced the location of economic activities in the United States
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to	(B) identify and explain how geographic factors have influenced the location of economic activities in the United States	(ii) explain how geographic factors have influenced the location of economic activities in the United States
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to	(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States	(i) analyze the effects of immigration on the economic development of the United States

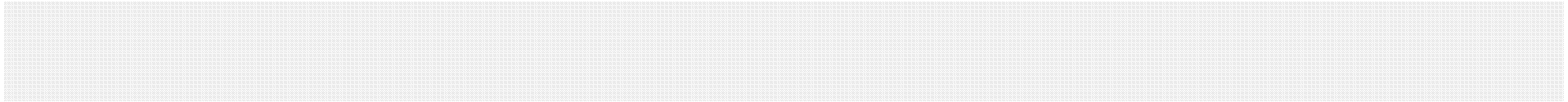
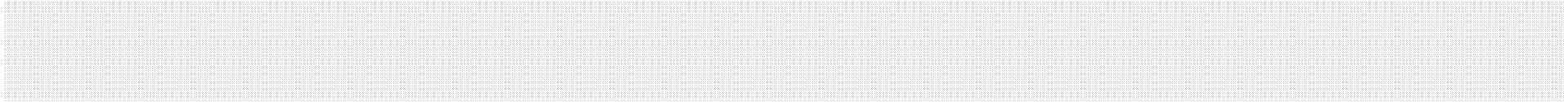
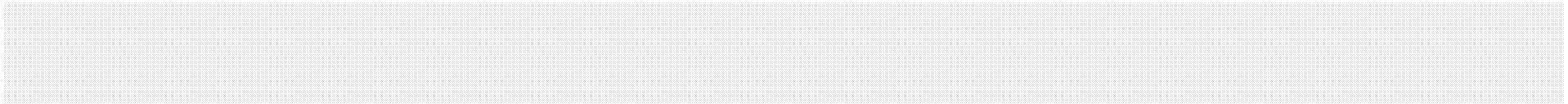
Knowledge and Skills Statement	Student Expectation	Breakout
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Knowledge and Skills Statement	Student Expectation	Breakout
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Knowledge and Skills Statement	Student Expectation	Breakout
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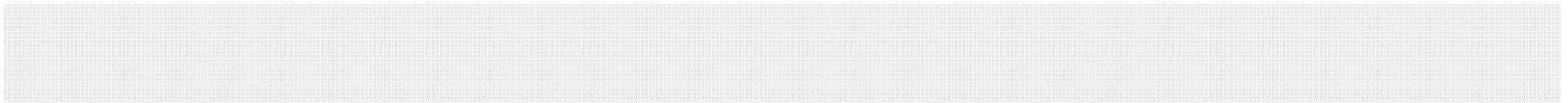
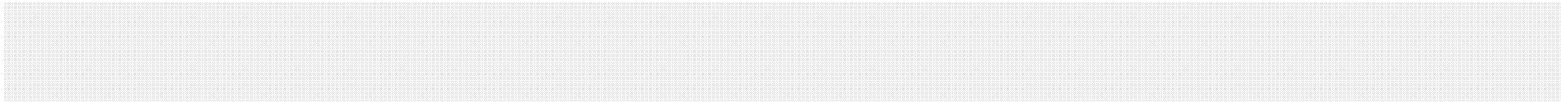
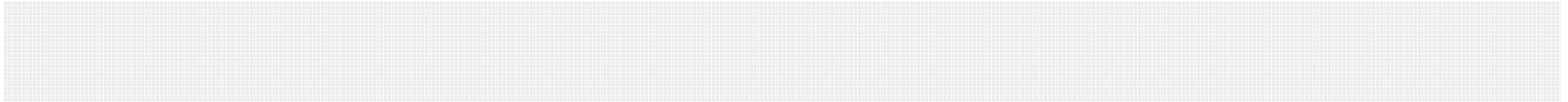
(13)



Knowledge and Skills Statement	Student Expectation	Breakout
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to	(iii) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States	(iii) explain the impact of American ideas about progress on the economic growth of the United States
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to	(iv) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States	(iv) explain the impact of American ideas about equality of opportunity on the economic growth of the United States
(14) Government. The student understands the organization of governments in colonial America. The student is expected to	(i) identify and compare the systems of government of early European colonists, including representative government and monarchy	(i) identify the systems of government of early European colonists, including representative government

Knowledge and Skills Statement	Student Expectation	Breakout
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(14) Government. The student understands the organization of governments in colonial America. The student is expected to:



Knowledge and Skills Statement	Student Expectation	Breakout
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(15) Government. The student understands important ideas (B) the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:

(i) explain the purposes of the U.S. Constitution as identified in the Preamble

(15) Government. The student understands important ideas (C) the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:

(i) explain the reasons for the creation of the Bill of Rights

(15) Government. The student understands important ideas (C) the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:

(ii) explain the importance of the Bill of Rights

(16) Government. The student understands the framework (A) government created by the U.S. Constitution of 1787. The student is expected to:

Knowledge and Skills Statement	Student Expectation	Breakout
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(16) Government. The student understands the framework of

Knowledge and Skills Statement	Student Expectation	Breakout
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(16) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:

[Redacted area]

[Redacted area]

[Redacted area]

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Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p>	<p>(B) sing or recite "The Star-Spangled Banner" and explain its history</p>	<p>(i) sing or recite "The Star-Spangled Banner"</p>
<p>(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p>	<p>(B) sing or recite "The Star-Spangled Banner" and explain its history</p>	<p>(ii) explain its history</p>
<p>(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p>	<p>(C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag</p>	<p>(i) recite the Pledge of Allegiance to the United States Flag</p>

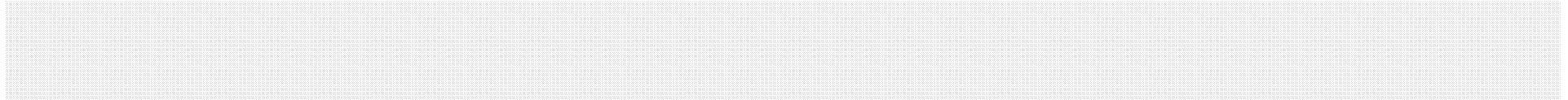
Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p>	<p>(E) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore</p>	<p>(i) explain the significance of important landmarks, including the White House</p>
<p>(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p>	<p>(E) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore</p>	<p>(ii) explain the significance of important landmarks, including the Statue of Liberty</p>
<p>(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p>	<p>(E) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore</p>	<p>(iii) explain the significance of important landmarks, including Mount Rushmore</p>

Knowledge and Skills Statement	Student Expectation	Breakout
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(18) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:

(A) explain the duty individuals have to participate in civic affairs at the local, state, and national levels

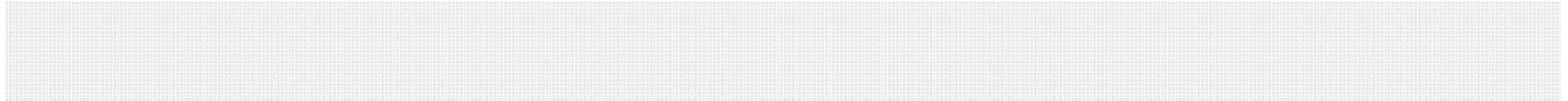
(i) explain the duty individuals have to participate in civic affairs at the local level



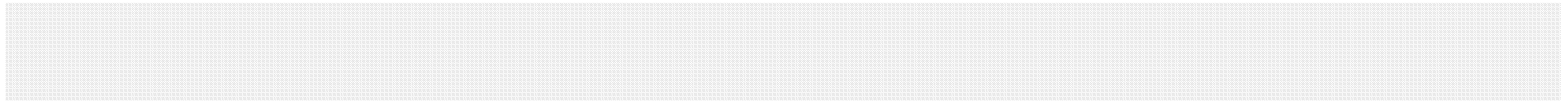
(18) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:

(A) explain the duty individuals have to participate in civic affairs at the local, state, and national levels

(ii) explain the duty individuals have to participate in civic affairs at the state level



(18)



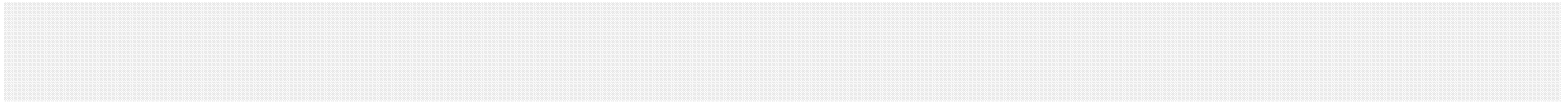
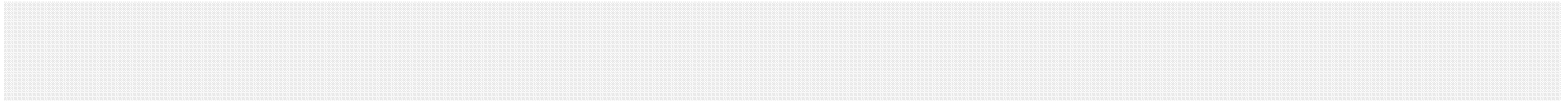
Knowledge and Skills Statement	Student Expectation	Breakout
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(18)

Knowledge and Skills Statement	Student Expectation	Breakout
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(20) Citizenship. The student understands the fundamental rights guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to

(A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; and the right to a fair trial.

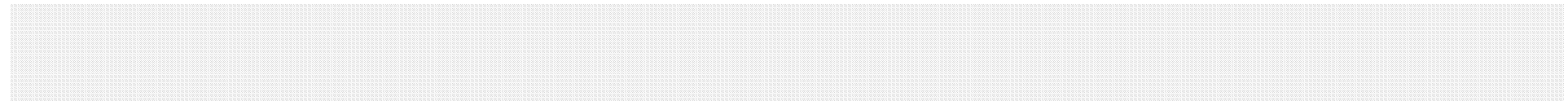
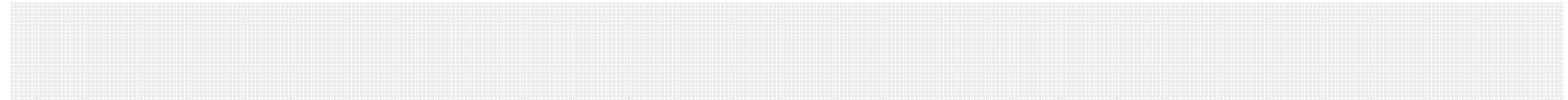
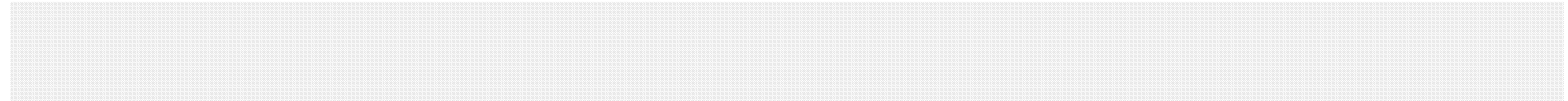


Knowledge and Skills Statement	Student Expectation	Breakout
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(21) Culture. The student understands the relationship between arts and the times during which they were created. The student is expected to:

(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and the song "The Star-Spangled Banner"; and

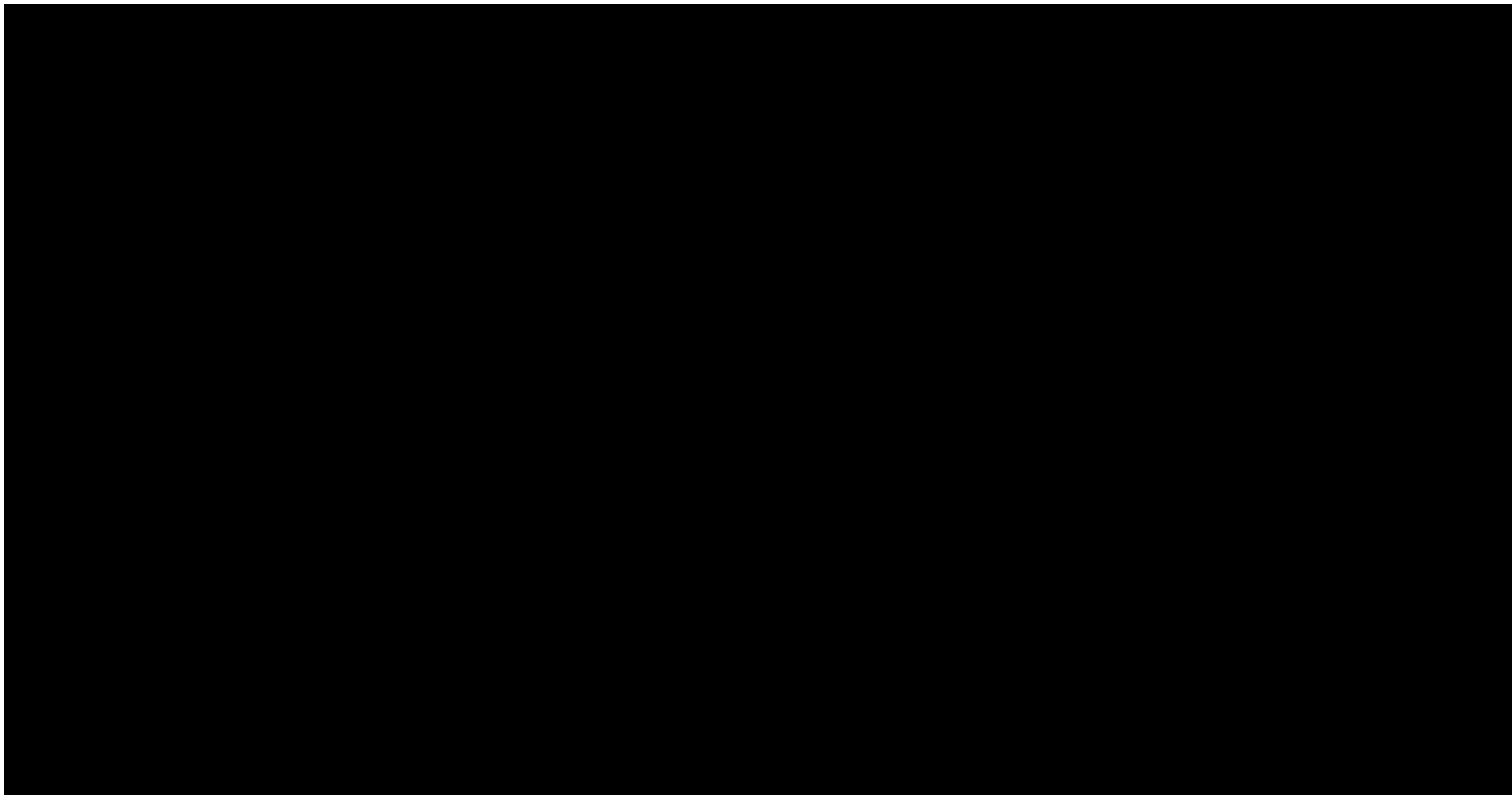
(B) identify the relationship between art and literature and the times during which they were created.



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(22) Culture. The student understands the contributions of various racial, ethnic, and religious groups to the United States. The student is expected to:</p>	<p>(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States</p>	<p>(iii) identify the similarities and differences within various religious groups in the United States</p>
<p>(22) Culture. The student understands the contributions of various racial, ethnic, and religious groups to the United States. The student is expected to:</p>	<p>(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States</p>	<p>(iv) identify the similarities and differences among various racial groups in the United States</p>
<p>(22) Culture. The student understands the contributions of various racial, ethnic, and religious groups to the United States. The student is expected to:</p>	<p>(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States</p>	<p>(v) identify the similarities and differences among various ethnic groups in the United States</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(22) Culture. The student understands the contributions of various racial, ethnic, and religious groups to the United States. The student is expected to:	(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States	(vi) identify the similarities and differences within various religious groups in the United States
(22) Culture. The student understands the contributions of various racial, ethnic, and religious groups to the United States. The student is expected to:	(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States	(i) describe customs of various racial groups in the United States
(22) Culture. The student understands the contributions of various racial, ethnic, and religious groups to the United States. The student is expected to:	(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States	(ii) describe customs of various ethnic groups in the United States
(22) Culture. The student understands the contributions of various racial, ethnic, and religious groups to the United States. The student is expected to:	(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States	(iii) describe customs of various religious groups in the United States

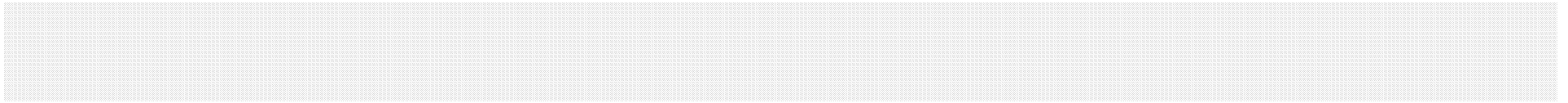
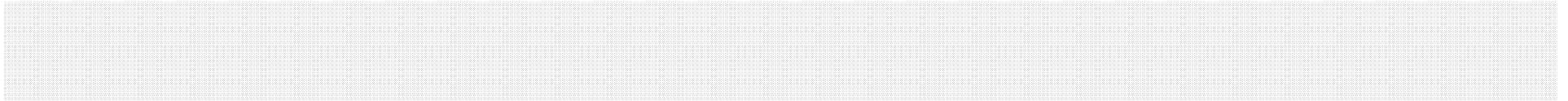
Knowledge and Skills Statement	Student Expectation	Breakout
<p>(22) Culture. The student understands the contributions of various racial, ethnic, and religious groups to the United States. The student is expected to:</p>	<p>(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States</p>	<p>(iv) describe traditions of various racial groups in the United States</p>
<p>(22) Culture. The student understands the contributions of various racial, ethnic, and religious groups to the United States. The student is expected to:</p>	<p>(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States</p>	<p>(v) describe traditions of various ethnic groups in the United States</p>
<p>(22) Culture. The student understands the contributions of various racial, ethnic, and religious groups to the United States. The student is expected to:</p>	<p>(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States</p>	<p>(vi) describe traditions of various religious groups in the United States</p>



Knowledge and Skills Statement

Student Expectation

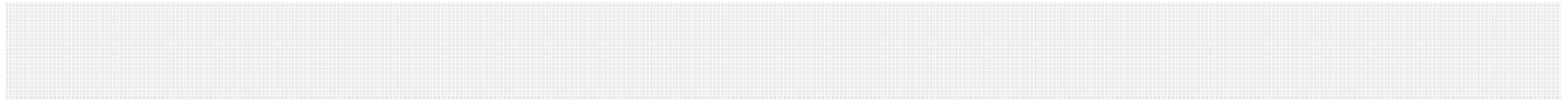
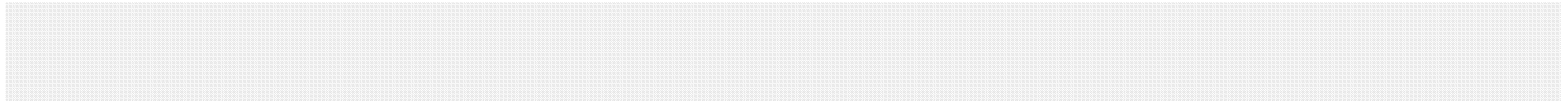
Knowledge and Skills Statement	Student Expectation	Breakout
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Knowledge and Skills Statement	Student Expectation	Breakout
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(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:

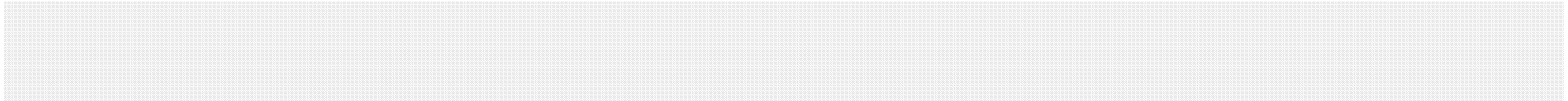
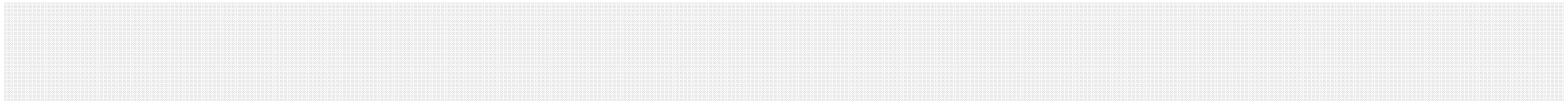
(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:</p>	<p>(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program</p>	<p>(iii) identify how technological innovations have advanced the economic development of the United States, including the space program</p>
<p>(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:</p>	<p>(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program</p>	<p>(iv) identify how the rapid growth of technology industries has advanced the economic development of the United States, including the transcontinental railroad and the space program</p>

Knowledge and Skills Statement	Student Expectation	Breakout
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(23) Science, technology, and society. The student under



Knowledge and Skills Statement

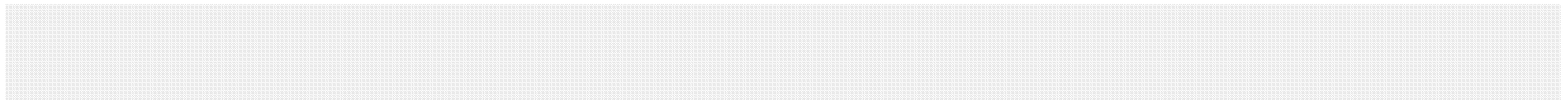
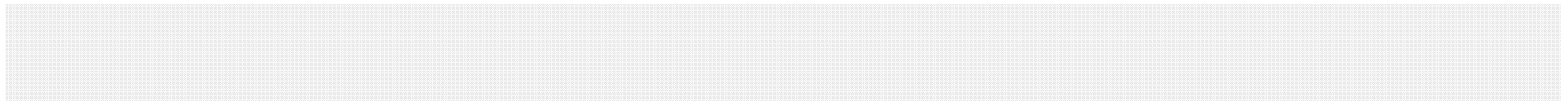
Knowledge and Skills Statement	Student Expectation	Breakout
<p>(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:</p>	<p>(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States</p>	<p>(vii) explain how scientific discoveries in the field of medicine have benefited society in the United States</p>
<p>(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:</p>	<p>(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States</p>	<p>(viii) explain how scientific discoveries in the field of communication have benefited society in the United States</p>
<p>(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:</p>	<p>(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States</p>	<p>(ix) explain how scientific discoveries in the field of transportation have benefited society in the United States</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:</p>	<p>(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States</p>	<p>(x) explain how technological innovations in the field of medicine have benefited society in the United States</p>
<p>(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:</p>	<p>(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States</p>	<p>(xi) explain how technological innovations in the field of communication have benefited society in the United States</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(24) 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) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States</p>	<p>(i) differentiate between valid primary and secondary sources to acquire information about the United States</p>
<p>(24) 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) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States</p>	<p>(ii) locate valid primary sources to acquire information about the United States</p>

Knowledge and Skills Statement	Student Expectation	Breakout
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(24) Social studies skills. The student applies critical-thinking skills to differentiate between, locate, and use valid primary sources, including electronic technology. The student is able to organize and use information acquired from a variety of valid sources, including electronic technology. The student is able to

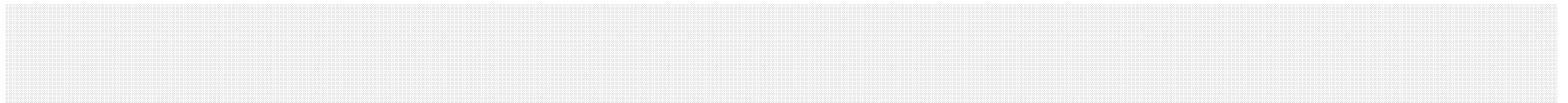


Knowledge and Skills Statement	Student Expectation	Breakout
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(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources, including electronic technology. The student is €

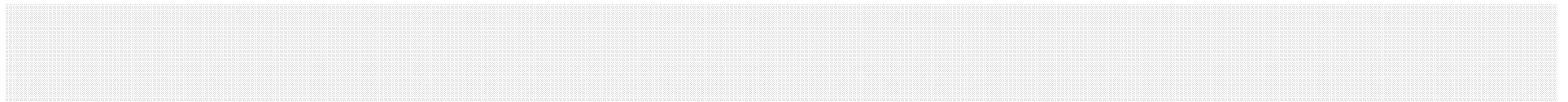
(A) skills differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States

(v) use valid secondary sources to acquire information about the United States



(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources, including electronic technology. The student is €

(B) skills analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, and



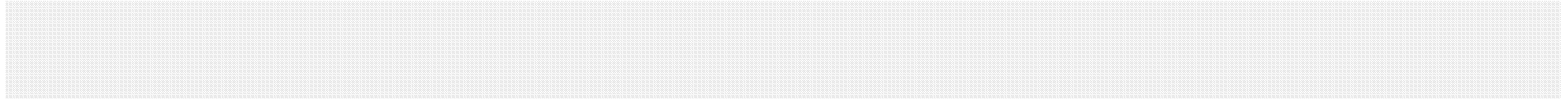
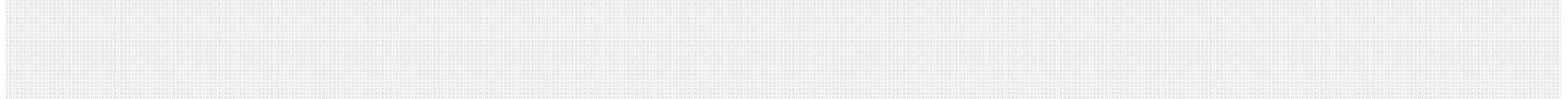
Knowledge and Skills Statement	Student Expectation	Breakout
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(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is able to

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

(ii) analyze summary conclusions

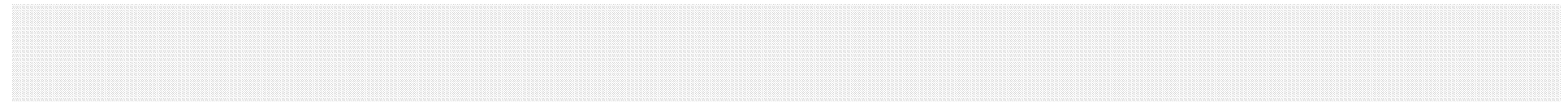
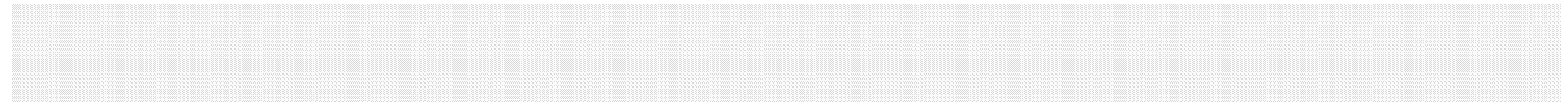


Knowledge and Skills Statement	Student Expectation	Breakout
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Knowledge and Skills Statement	Student Expectation	Breakout
<p>(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety 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>
<p>(24) 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>

Knowledge and Skills Statement	Student Expectation	Breakout
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(24) 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 able to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences



Knowledge and Skills Statement	Student Expectation	Breakout
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(24) 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 €

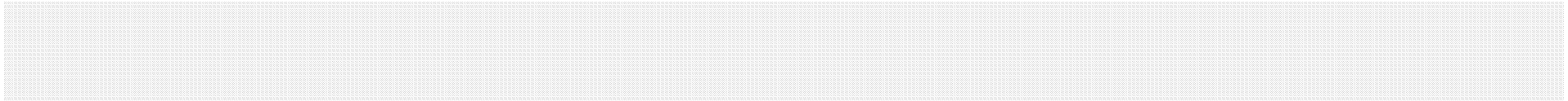
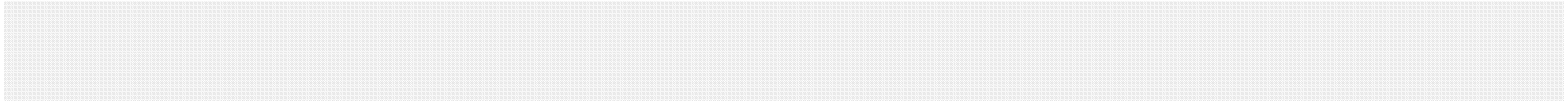
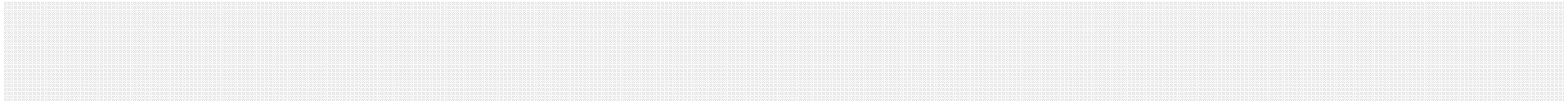
Knowledge and Skills Statement	Student Expectation	Breakout
<p>(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(v) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(v) organize information in visuals, including charts</p>
<p>(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(v) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(vi) organize information in visuals, including timelines</p>
<p>(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(v) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(vii) organize information in visuals, including maps</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of reports, databases, and visuals, including graphs, charts, timelines, and maps.</p>	<p>(viii) Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(viii) interpret information in outlines</p>
<p>(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of reports, databases, and visuals, including graphs, charts, timelines, and maps.</p>	<p>(ix) Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(ix) interpret information in reports</p>
<p>(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of reports, databases, and visuals, including graphs, charts, timelines, and maps.</p>	<p>(x) Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(x) interpret information in databases</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(C) Skills to organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(xi) interpret information in visuals, including graphs</p>
<p>(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(C) Skills to organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(xii) interpret information in visuals, including charts</p>
<p>(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(C) Skills to organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>(xiii) interpret information in visuals, including timelines</p>

Knowledge and Skills Statement	Student Expectation	Breakout
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(24) Social studies skills. The student applies critical-thinking skills



Knowledge and Skills Statement	Student Expectation	Breakout
(25) Social studies skills. The student communicates in written and visual forms. The student is expected to:	(B) incorporate main and supporting ideas in verbal and written communication	(i) incorporate main ideas in verbal communication
(25) Social studies skills. The student communicates in written and visual forms. The student is expected to:	(B) incorporate main and supporting ideas in verbal and written communication	(ii) incorporate main ideas in written communication
(25) Social studies skills. The student communicates in written and visual forms. The student is expected to:	(B) incorporate main and supporting ideas in verbal and written communication	(iii) incorporate supporting ideas in verbal communication
(25) Social studies skills. The student communicates in written and visual forms. The student is expected to:	(B) incorporate main and supporting ideas in verbal and written communication	(iv) incorporate supporting ideas in written communication

Knowledge and Skills Statement	Student Expectation	Breakout
(25) Social studies skills. The student communicates in written and visual forms. The student is expected to:	(C) express ideas orally based on research and experiences	(i) express ideas orally based on research
(25) Social studies skills. The student communicates in written and visual forms. The student is expected to:	(C) express ideas orally based on research and experiences	(ii) express ideas orally based on experiences
(25) Social studies skills. The student communicates in written and visual forms. The student is expected to:	(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies	(i) create written material
(25) Social studies skills. The student communicates in written and visual forms. The student is expected to:	(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies	(ii) create visual material

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

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(26) 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>
<p>(26) 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>