

TEXAS  
ESSENTIAL  
KNOWLEDGE  
AND  
SKILLS  
FOR  
SOCIAL  
STUDIES



K-12  
VERTICAL ALIGNMENT

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

## FOR SOCIAL STUDIES

To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the geography and social studies skills strands should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.

Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic values of our state and nation as referenced in the Texas Education Code.

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

## FOR SOCIAL STUDIES

In Kindergarten, the focus is on the self, home, family, and classroom. The study of our state and national heritage begins with an examination of the celebration of patriotic holidays and the contributions of historical people. The concept of chronology is introduced. Students discuss geographic concepts of location and physical and human characteristics of places. Students are introduced to the basic human needs of food, clothing, and shelter and to ways that people meet these needs. Students learn the purpose of rules and the role of authority figures in the home and school. Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. Students compare family customs and traditions and describe examples of technology in the home and school. Students acquire information from a variety of oral and visual sources.

In Grade 1, students learn about their relationship to the classroom, school, and community. The concepts of time and chronology are developed by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students make simple maps to identify the location of places in the classroom, school, and community. The concepts of goods and services and the value of work are introduced. Students identify historic figures and ordinary people who exhibit good citizenship. Students describe the importance of family customs and traditions and identify how technology has changed family life. Students sequence and categorize information.

In Grade 2, students focus on a study of their local community by examining the impact of significant individuals and events on the history of the community as well as on the state and nation. Students begin to develop the concepts of time and chronology by measuring calendar time by days, weeks, months, and years. The relationship between the physical environment and human activities is introduced, as are the concepts of consumers and producers. Students identify functions of government as well as services provided by the local government. Students continue to acquire knowledge of important customs, symbols, and celebrations that represent American beliefs and principles. Students identify the significance of works of art in the local community and explain how technological innovations have changed transportation and communication. Students communicate what they have learned in written, oral, and visual forms.

In Grade 3, students learn how individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women, who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision-making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

## FOR SOCIAL STUDIES

In Grade 4, students examine the history of Texas from the early beginnings to the present within the context of influences of the Western Hemisphere. Historical content focuses on Texas history including the Texas revolution, establishment of the Republic of Texas, and subsequent annexation to the United States. Students discuss important issues, events, and individuals of the 19th and 20th centuries. Students conduct a thorough study of regions in Texas and the Western Hemisphere that result from human activity and from physical features. A focus on the location, distribution, and patterns of economic activities and of settlement in Texas further enhances the concept of regions. Students describe how early Native Americans in Texas and the Western Hemisphere met their basic economic needs and identify economic motivations for European exploration and colonization and reasons for the establishment of Spanish missions. Students explain how Native Americans governed themselves and identify characteristics of Spanish and Mexican colonial governments in Texas. Students recite and explain the meaning of the Pledge to the Texas Flag. Students identify the contributions of people of various racial, ethnic, and religious groups to Texas and describe the impact of science and technology on life in the state. Students use critical-thinking skills to identify cause-and-effect relationships, compare and contrast, and make generalizations and predictions.

In Grade 5, students learn about the history of the United States from its early beginnings to the present with a focus on colonial times through the 20th century. Historical content includes the colonial and revolutionary periods, the establishment of the United States, and issues that led to the Civil War. An overview of major events and significant individuals of the late-19th century and the 20th century is provided. Students learn about a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students recite and explain the meaning of the Pledge of Allegiance. Students examine the importance of effective leadership in a democratic society and identify important leaders in the national government. Students examine fundamental rights guaranteed in the Bill of Rights. Students describe customs and celebrations of various racial, ethnic, and religious groups in the nation and identify the contributions of famous inventors and scientists. Students use critical-thinking skills including sequencing, categorizing, and summarizing information and drawing inferences and conclusions.

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

## FOR SOCIAL STUDIES

In Grade 6, students study people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of selected societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the selected societies and identify different points of view about selected events.

In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including the cultures of Native Americans living in Texas prior to European exploration and the eras of mission-building, colonization, revolution, republic, and statehood. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations such as barbed wire and the oil and gas industries on the development of Texas. Students use primary and secondary sources to acquire information about Texas.

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

## FOR SOCIAL STUDIES

In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The knowledge and skills of this section comprise the first part of a two-year study of U.S. history. The second part, comprising U.S. history since Reconstruction to the present, is provided in United States History Studies Since Reconstruction. The content builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early Republic, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the Republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a democratic society. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.

In World Geography Studies, Grade 9, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major land forms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems throughout the world. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

## FOR SOCIAL STUDIES

World History Studies, Grade 10, is the only course offering students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

United States History Studies Since Reconstruction, Grade 11: In this course, which is the second part of a two-year study of U.S. history that begins in Grade 8, students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and the times during which they were created. Students analyze the impact of technological innovations on the American labor movement. Students use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

## FOR SOCIAL STUDIES

In United States Government, Grade 12, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a democratic society, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

Economics with Emphasis on the Free Enterprise System and Its Benefits, Grade 12, is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services in the United States and a comparison with those in other countries around the world. Students examine the rights and responsibilities of consumers and businesses. Students analyze the interaction of supply, demand, and price and study the role of financial institutions in a free enterprise system. Types of business ownership and market structures are discussed, as are basic concepts of consumer economics. The impact of a variety of factors including geography, the federal government, economic ideas from important philosophers and historic documents, societal values, and scientific discoveries and technological innovations on the national economy and economic policy is an integral part of the course. Students apply critical-thinking skills to create economic models and to evaluate economic-activity patterns.

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



OBJECTIVE: **HISTORY**

<b>THE STUDENT IS EXPECTED TO:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Understand and identify customs associated with national patriotic holidays	<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand how important people help shape our community, state, and nation	<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand the concept of chronology by placing thing in chronological order and use vocabulary related to time and chronology	<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand the historical significance of landmarks and celebrations in the community, state, and nation.			<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand how various sources provide information about the past			<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand how individuals, events, and ideas have influenced the history of various communities				<b>I,D</b>	<b>D</b>	<b>D</b>
Understand common characteristics of communities, past and present				<b>I,D</b>	<b>D</b>	<b>D</b>
Understand the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European exploration					<b>I,D</b>	<b>D</b>
Understand the causes and effects of European exploration of colonization of Texas, the United States, and the Western Hemisphere					<b>I,D</b>	<b>D</b>
Understand the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States					<b>I,D</b>	<b>D</b>
Understand the political, economic, and social changes in Texas during the last half of the 19 <sup>th</sup> century					<b>I,D</b>	
Understand important issues, events, and individuals of the 20 <sup>th</sup> century in Texas					<b>I,D</b>	

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



OBJECTIVE: **HISTORY**

<b>THE STUDENT IS EXPECTED TO:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Understand how conflict between the American colonies and Great Britain led to American independence						<b>I,D</b>
Understand the events that led from the Articles of Confederation to the creation of the U. S. Constitution and the government it established						<b>I,D</b>
Understand political, economic, and social changes that occurred in the United States during the 19 <sup>th</sup> century						<b>I,D</b>
Understand important issues, events, and individuals of the 20 <sup>th</sup> century in the United States						<b>I,D</b>

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



## OBJECTIVE: GEOGRAPHY

<b>THE STUDENT IS EXPECTED TO:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Understand the concept of location	<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand the physical and human characteristics of the environment	<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand the relative location of places		<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand the purpose of maps and globes		<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand various physical and human characteristics of the environment		<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Use simple geographic tools such as maps, globes, and photographs			<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand the locations and characteristics of places and regions			<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand how physical characteristics of places and regions affect people's activities and settlement patterns			<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand how humans and modify the physical environment			<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand how humans adapt to and modify in the physical environment				<b>I,D</b>	<b>D</b>	<b>D</b>
Understand the concepts of location, distance, and direction on maps and globes				<b>I,D</b>	<b>D</b>	<b>D</b>
Use geographic tools, including grid systems, legends, symbols, scales, and compass roses, to collect, analyze, and interpret data				<b>I,D</b>	<b>D</b>	<b>D</b>
Understand the concept of regions					<b>I,D</b>	<b>D</b>
Understand the location and patterns of settlement and the geographic factors that influence where people live					<b>I,D</b>	<b>D</b>

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



## OBJECTIVE: ECONOMICS

<b>THE STUDENT IS EXPECTED TO:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Understand that basic needs are met in many ways	<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand the importance of jobs	<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand the concepts of goods and services		<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand the condition of not being able to have all the goods and services one wants		<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand the value of work		<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand the role of producers and consumers in the production of goods and services			<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand the purposes of spending and saving money				<b>I,D</b>	<b>D</b>	<b>D</b>
Understand the concept of an economic system				<b>I,D</b>	<b>D</b>	<b>D</b>
Understand how businesses operate in the U. S. free enterprise system				<b>I,D</b>	<b>D</b>	<b>D</b>
Understand the basic economic patterns of early societies in Texas, the United States, and the Western Hemisphere					<b>I,D</b>	<b>D</b>
Understand the reasons for exploration and colonization					<b>I,D</b>	<b>D</b>
Understand the characteristics and benefits of the free enterprise system in Texas and the United States					<b>I,D</b>	<b>D</b>
Understand patterns of work and economic activities in Texas and the United States					<b>I,D</b>	<b>D</b>
Understand how Texas, the United States, and other parts of the world are economically interdependent					<b>I,D</b>	<b>D</b>
Understand the impact of supply and demand on consumers and producers in a free enterprise system						<b>I,D</b>

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



## OBJECTIVE: GOVERNMENT

<b>THE STUDENT IS EXPECTED TO:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Understand the purpose of rules	<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand the role of authority figures	<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand the purpose of laws		<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand the role of public officials		<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand the purpose of governments			<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand the basic structure and functions of local government				<b>I,D</b>	<b>D</b>	<b>D</b>
Understand how people organized governments in different ways during the early development of Texas					<b>I,D</b>	<b>D</b>
Understand important ideas in historic documents of Texas					<b>I,D</b>	<b>D</b>
Understand how people organized governments in colonial America						<b>I,D</b>
Understand important ideas in the Declaration of Independence and the U.S. Constitution						<b>I,D</b>
Understand the framework of government created by the U. S. Constitution						<b>I,D</b>

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



OBJECTIVE: CITIZENSHIP

<b>THE STUDENT IS EXPECTED TO:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Understand important customs, symbols, and celebrations that represents American beliefs and principles and contribute to our national identity	<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand characteristics of good citizenship as exemplified by historic figures and ordinary people		<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand the impact of individual and group decisions on communities in a democratic society				<b>I,D</b>	<b>D</b>	<b>D</b>
Understand the important customs, symbols, and celebrations of Texas					<b>I,D</b>	<b>D</b>
Understand the importance of voluntary individual participation in the democratic process					<b>I,D</b>	<b>D</b>
Understand the importance of effective leadership in a democratic society					<b>I,D</b>	<b>D</b>
Understand the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U. S. constitution						<b>I,D</b>

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



OBJECTIVE: **CULTURE**

<b>THE STUDENT IS EXPECTED TO:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Understand similarities and differences among people	<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand how people learn about themselves through family customs and traditions	<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand how families meet basic human needs		<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand the importance of family beliefs, customs, language, and traditions		<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand the significance of works of art in the local community			<b>I,D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Understand ethnic and/or cultural celebrations of the United States and other nations				<b>I,D</b>	<b>D</b>	<b>D</b>
Understand the role of real and mythical heroes in shaping the culture of communities, the state, and the nation				<b>I,D</b>	<b>D</b>	<b>D</b>
Understand the importance of writers and artists to the cultural heritage of communities				<b>I,D</b>	<b>D</b>	<b>D</b>
Understand the contributions of people of various racial, ethnic, and religious groups to Texas					<b>I,D</b>	<b>D</b>
Understand the relationship between the arts and the times during which they were created						<b>I,D</b>

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



OBJECTIVE: SCIENCE, TECHNOLOGY, AND SOCIETY

<b>THE STUDENT IS EXPECTED TO:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Understand ways technology is used in the home and school	I,D	D	D	D	D	D
Understand ways in which technology has changed how people live	I,D	D	D	D	D	D
Understand how technology has affected daily life, past and present		I,D	I,D	D	D	D
Understand how individuals have created or invented new technology and affected life in communities around the world, past and present				I,D	D	D
Understand the impact of science and technology on life in Texas					I,D	D
Understand the impact of science and technology on life in the United States						I,D

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



OBJECTIVE: SOCIAL STUDY SKILLS

<b>THE STUDENT IS EXPECTED TO:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology	I,D	D	D	D	D	D
Communicate in oral and visual forms	I,D	D	D	D	D	D
Communicate in written, oral, and visual forms		I,D	D	D	D	D
Use problem-solving and decision-making skills, working independently and with others, in a variety of settings		I,D	D	D	D	D

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



OBJECTIVE: **HISTORY**

<b>THE STUDENT IS EXPECTED To:</b>	<b>6</b>	<b>7</b>	<b>8</b>	
Describe how history has shaped modern nations	<b>D</b>	<b>D</b>	<b>D</b>	
Explain how individuals and groups have contributed to historical and modern societies	<b>D</b>	<b>D</b>	<b>D</b>	
Identify and describe, in order, the major periods of Texas history, and sequence important individuals, events, and time periods.		<b>D,M</b>	<b>D</b>	
Compare the Native American cultures found in Texas prior to European exploration		<b>D,M</b>	<b>D</b>	
Explain how European exploration and colonization shaped Texas history		<b>D,M</b>	<b>D</b>	
Explain how the Texas Revolution shaped Texas history		<b>D,M</b>	<b>D</b>	
Explain how individuals, events, and issues of the Republic of Texas and early Texas statehood shaped Texas history		<b>D,M</b>	<b>D</b>	
Explain how events and issues during the Civil War and Reconstruction shaped Texas history		<b>D,M</b>	<b>D</b>	
Explain how individuals, events, and issues from the period of Reconstruction through the beginning of the 20 <sup>th</sup> century shaped Texas history		<b>D,M</b>	<b>D</b>	
Explain how individuals, events, and issues during the 20 <sup>th</sup> century shaped Texas history		<b>D,M</b>	<b>D</b>	
Identify major time periods in U.S. history through 1877		<b>D</b>	<b>D,M,RT</b>	
Identify causes and effects of European exploration and colonization of the Americas		<b>D</b>	<b>D,M,RT</b>	
Explain beginnings of representative government and evaluate documents that were written		<b>D</b>	<b>D,M,RT</b>	
Analyze events, causes, effects and individuals of the American Revolution			<b>D,M,RT</b>	
Describe challenges faced by the government and leaders of the early Republic			<b>D,M,RT</b>	
Explain political, economic, and social development of westward growth		<b>D</b>	<b>D,M,RT</b>	
Analyze influences of the Civil War on American society		<b>D</b>	<b>D,M,RT</b>	
Describe effects of Reconstruction on the nation		<b>D</b>	<b>D,M,RT</b>	

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



## OBJECTIVE: GEOGRAPHY

<b>THE STUDENT IS EXPECTED TO:</b>	<b>6</b>	<b>7</b>	<b>8</b>
Create and use geographic tools, and look for patterns found in selected world regions	<b>D</b>	<b>D</b>	<b>D,M,RT</b>
Collect, analyze and interpret geographic information	<b>D</b>	<b>D</b>	<b>D,M,RT</b>
Locate and describe geographic factors responsible for immigration and products people consume	<b>D</b>	<b>D</b>	<b>D,M,RT</b>
Identify the location and characteristics of places and regions of the U.S.A., past and present	<b>D</b>	<b>D</b>	<b>D,M,RT</b>
Describe geographic factors that influenced the settlement of the United States	<b>D</b>	<b>D</b>	<b>D,M,RT</b>
Explain the influence of geographic factors on decisions political leaders make	<b>D</b>	<b>D</b>	<b>D,M,RT</b>
Explain the effect of physical processes such as earthquakes and erosion on the Earth's surface and describe the processes that affect natural resources	<b>D</b>	<b>D</b>	<b>D</b>
Describe the influence of human interaction and technology on the development and use of land	<b>D</b>	<b>D</b>	<b>D</b>
Describe how individuals have adapted to and modified their environments	<b>D</b>	<b>D</b>	<b>D</b>
Describe the political, economic and physical regions in Texas		<b>D,M</b>	
Describe how climate, weather and landforms influence where people live in Texas		<b>D,M</b>	
Describe how people in Texas have adapted to and changed their environment		<b>D,M</b>	

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



## OBJECTIVE: ECONOMICS

<b>THE STUDENT IS EXPECTED TO:</b>	<b>6</b>	<b>7</b>	<b>8</b>
Identify and compare distribution of goods and services throughout the world	<b>D</b>	<b>D</b>	
Describe factors of production and explain the concept of supply and demand	<b>D</b>	<b>D</b>	<b>D</b>
Describe the components of economic development	<b>D</b>	<b>D</b>	<b>D</b>
Describe how land was used to make profits in Texas during each historical period		<b>D</b>	
Explain the economic connection between Texas, the United States, and the world	<b>D</b>	<b>D</b>	<b>D,M,RT</b>
Explain why certain areas of the United States develop different economic patterns from others	<b>D</b>		<b>D,M,RT</b>
Analyze events and economic forces that caused the Industrial Revolution			<b>D,M,RT</b>
Describe origins and developments of the United States free enterprise system during the 18 <sup>th</sup> and the 19 <sup>th</sup> centuries			<b>D,M,RT</b>

## OBJECTIVE: GOVERNMENT

<b>THE STUDENT IS EXPECTED TO:</b>	<b>6</b>	<b>7</b>	<b>8</b>
Describe, identify and compare democratic and non-democratic forms of governments	<b>D</b>		<b>D</b>
Identify various forms of government throughout the world	<b>D</b>		<b>D</b>
Identify the basic principles of the Texas Constitution		<b>I,D,M</b>	
Identify the ideas borrowed from the U.S. Constitution for the Texas Constitution		<b>I,D,M</b>	
Identify, describe the structure and functions of the government created by the Texas Constitution		<b>I,D,M</b>	
Identify important ideas in Founding Documents such as the Declaration of Independence, U. S. Constitution, and the Bill of Rights		<b>D</b>	<b>D,M,RT</b>
Identify, describe major features of the executive, legislative, and judicial branches of government		<b>D</b>	<b>D,M,RT</b>
Identify and describe important landmark Supreme Court cases during the 18 <sup>th</sup> and 19 <sup>th</sup> centuries		<b>D</b>	<b>D,M,RT</b>

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



## OBJECTIVE: CITIZENSHIP

<b>THE STUDENT IS EXPECTED TO:</b>	<b>6</b>	<b>7</b>	<b>8</b>
Identify the role of a citizen in the U. S. and in various countries in the modern world	<b>D</b>	<b>D</b>	<b>D</b>
Explain the importance of civic participation and individual rights and responsibilities in a democratic society	<b>D</b>	<b>D</b>	<b>D</b>
Describe important political customs, symbols and celebrations in Texas		<b>D</b>	
Explain the role of the individual in state and local elections		<b>D</b>	<b>D</b>
Identify leaders in state and local government and list ways to contact them		<b>D</b>	<b>D</b>
Describe important customs, symbols, and celebrations that represent American beliefs	<b>D</b>	<b>D</b>	<b>D</b>
Explain the importance of individual participation in the democratic process		<b>D</b>	<b>D</b>
Identify important leaders in American history		<b>D</b>	<b>D</b>
Summarize the basic rights of American citizens		<b>D</b>	<b>D</b>

## OBJECTIVE: CULTURE

<b>THE STUDENT IS EXPECTED TO:</b>	<b>6</b>	<b>7</b>	<b>8</b>
Describe similarities and differences in cultural traits among world societies	<b>I,D</b>		
Identify and compare characteristics of contemporary societies	<b>I,D</b>	<b>D</b>	
Explain how cultures influence each other	<b>I,D</b>	<b>D</b>	<b>D</b>
Identify the influence of culture on art, literature, music, and architecture	<b>I,D</b>	<b>D</b>	<b>D</b>
Identify how people's beliefs influence relationships among modern countries	<b>I,D</b>		
Identify the contributions of people of different racial, ethnic, and religious groups to the growth and development of Texas		<b>I,D</b>	

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



## OBJECTIVE: SCIENCE, TECHNOLOGY, AND SOCIETY

<b>THE STUDENT IS EXPECTED TO:</b>	<b>6</b>	<b>7</b>	<b>8</b>
Explain the influence of science and technology on modern society, and make predictions for the future	<b>D</b>	<b>D</b>	
Describe the impact of science and technology on life in Texas		<b>D</b>	
Describe the impact of science and technology on life in the United States during the 18 <sup>th</sup> and 19 <sup>th</sup> centuries			<b>D,M,RT</b>

## OBJECTIVE: SOCIAL STUDIES SKILLS

<b>THE STUDENT IS EXPECTED TO:</b>	<b>6</b>	<b>7</b>	<b>8</b>
Use a variety of primary and secondary sources to find information	<b>D</b>	<b>D</b>	<b>D</b>
Use a variety of communication skills	<b>D</b>	<b>D</b>	<b>D</b>
Use a variety of decision-making skills to solve problems	<b>D</b>	<b>D</b>	<b>D</b>
Apply critical-thinking skills, communicate effectively, and use problem-solving and decision-making processes	<b>D</b>	<b>D</b>	<b>D</b>
Apply critical-thinking skills to organize and use information	<b>D</b>	<b>D</b>	<b>D</b>
Communicate in written, oral, and visual forms	<b>D</b>	<b>D</b>	<b>D</b>
Use problem-solving and decision-making skills to work independently and with others	<b>D</b>	<b>D</b>	<b>D</b>

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



OBJECTIVE: **HISTORY**

<b>THE STUDENT:</b>	<b>9</b> WORLD GEOGRAPHY	<b>10</b> WORLD HISTORY	<b>11</b> U. S. HISTORY STUDIES SINCE RECONSTRUCTION	<b>12</b> GOVERNMENT	<b>12</b> ECONOMICS
understands how geographic contexts (the geography of places in the past) and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present	<b>D,M,R</b>	<b>D,M R,T</b>	<b>D,M, R,T</b>		
understands how people, places, and environments have changed over time and the effects of these changes on history	<b>D,R</b>	<b>D,M R,T</b>	<b>D,M,R</b>		
understands traditional historical points of reference in world history		<b>D,M R,T</b>	<b>D,M,R</b>		
understands how the present relates to the past		<b>D,M R,T</b>	<b>D,M,R,T</b>		
understands how, as a result of the collapse of the Western Roman Empire, new political, economic, and social systems evolved, creating a new civilization in Western Europe		<b>D,M R,T</b>			
understands the influence of the European Renaissance and the Reformation eras		<b>D,M R,T</b>			

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



OBJECTIVE: **HISTORY**

<b>THE STUDENT:</b>	<b>9</b> WORLD GEOGRAPHY	<b>10</b> WORLD HISTORY	<b>11</b> U. S. HISTORY STUDIES SINCE RECONSTRUCTION	<b>12</b> GOVERNMENT	<b>12</b> ECONOMICS
understands causes and effects of European expansion beginning in the 16th century		<b>D,M R,T</b>			
understands the major developments of civilizations of sub-Saharan Africa, Mesoamerica, Andean South America, and Asia		<b>D,M R,T</b>			
understands the impact of political and economic imperialism throughout history		<b>D,M R,T</b>	<b>D,M,R,T</b>		
understands causes and effects of major political revolutions since the 17th century		<b>D,M R,T</b>	<b>D,M,R,T</b>		
understands the impact of totalitarianism in the 20th century		<b>D,M R,T</b>	<b>D,M,R,T</b>		
understands the influence of significant individuals of the 20th century		<b>D,M R,T</b>	<b>D,M,R,T</b>	<b>D</b>	
understands traditional historical points of reference in U.S. history from 1877 to the present			<b>I,D,M,R, T</b>	<b>D</b>	
understands the political, economic, and social changes in the United States from 1877 to 1898			<b>I,D,M,R, T</b>	<b>D</b>	<b>D</b>
understands the emergence of the United States as a world power between 1898 and 1920		<b>D,M R,T</b>	<b>I,D,M,R, T</b>	<b>D</b>	

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



OBJECTIVE: **HISTORY**

<b>THE STUDENT:</b>	<b>9</b> WORLD GEOGRAPHY	<b>10</b> WORLD HISTORY	<b>11</b> U. S. HISTORY STUDIES SINCE RECONSTRUCTION	<b>12</b> GOVERNMENT	<b>12</b> ECONOMICS
understands the effects of reform and third party movements on American society			<b>I,D,M, R,T</b>	<b>D</b>	
understands significant individuals, events, and issues of the 1920s		<b>D,M R,T</b>	<b>D,M,R,T</b>	<b>D</b>	
understands the impact of significant national and international decisions and conflicts from World War II and the Cold War to the present on the United States		<b>D,M R,T</b>	<b>D,M, R,T</b>	<b>D</b>	
understands the impact of the American civil rights movement			<b>I,D,M,R, T</b>	<b>D</b>	
understands major political ideas and forms of government in history		<b>D,M R,T</b>	<b>D,M,R,T</b>	<b>D,M,</b>	
understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents		<b>D,M R,T</b>	<b>D,M,R,T</b>	<b>D,M</b>	
understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present			<b>D,M,R,T</b>	<b>D,M</b>	

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



OBJECTIVE: **HISTORY**

<b>THE STUDENT:</b>	<b>9</b> WORLD GEOGRAPHY	<b>10</b> WORLD HISTORY	<b>11</b> U. S. HISTORY STUDIES SINCE RECONSTRUCTION	<b>12</b> GOVERNMENT	<b>12</b> ECONOMICS
understands economic ideas and decisions from the past that have influenced the present and those of today that will affect the future		<b>D,M R,T</b>	<b>D,M,R,T</b>		<b>DM</b>
understands economic concepts embodied in historical documents including the U.S. Constitution			<b>D,M,R,T</b>		<b>DM</b>

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



## OBJECTIVE: GEOGRAPHY

<b>THE STUDENT:</b>	<b>9</b> WORLD GEOGRAPHY	<b>10</b> WORLD HISTORY	<b>11</b> U. S. HISTORY STUDIES SINCE RECONSTRUCTION	<b>12</b> GOVERNMENT	<b>12</b> ECONOMICS
understands how physical processes shape patterns in the physical environment (lithosphere, atmosphere, hydrosphere, and biosphere), including how Earth-Sun relationships affect physical processes and patterns on Earth's surface	<b>I,D,M, R</b>				
understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them	<b>I,D,M, R</b>				
understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions	<b>D,M,R</b>	<b>D,M R,T</b>	<b>D,M,R,T</b>	<b>D</b>	<b>D</b>
understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time	<b>D,M,R</b>	<b>D,M R,T</b>	<b>D,M,R,T</b>		

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



## OBJECTIVE: GEOGRAPHY

<b>THE STUDENT:</b>	<b>9</b> WORLD GEOGRAPHY	<b>10</b> WORLD HISTORY	<b>11</b> U. S. HISTORY STUDIES SINCE RECONSTRUCTION	<b>12</b> GOVERNMENT	<b>12</b> ECONOMICS
understands the growth, distribution, movement, and characteristics of world population	<b>D,M,R</b>	<b>D,M R,T</b>	<b>D,M,R,T</b>		
understands how people, places, and environments are connected and interdependent.	<b>D,M,R</b>	<b>D,M R,T</b>	<b>D,M,R,T</b>		<b>D</b>
understands the concept of region as an area of Earth's surface with unifying geographic characteristics	<b>I,D,M, R</b>	<b>D,M R,T</b>			
uses geographic tools to collect, analyze, and interpret data	<b>D,M,R</b>	<b>D,M R,T</b>	<b>D,M,R,T</b>		
understands the impact of geographic factors on major events	<b>D,M,R</b>	<b>D,M R,T</b>	<b>D,M,R,T</b>		
understands the effects of migration and immigration on American society	<b>D,M,R</b>		<b>D,M,R,T</b>		
understands the relationship between population growth and modernization on the physical environment	<b>D,M,R</b>	<b>D,M R,T</b>			
understands why certain places and regions are important to the United States	<b>D,M,R</b>		<b>D,M,R,T</b>	<b>D,M</b>	
understands how government policies can affect the physical and human characteristics of places and regions	<b>D,M,R</b>	<b>D,M R,T</b>	<b>D,M,R,T</b>	<b>D,M</b>	

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



## OBJECTIVE: **GEOGRAPHY**

<b>THE STUDENT:</b>	<b>9</b> WORLD GEOGRAPHY	<b>10</b> WORLD HISTORY	<b>11</b> U. S. HISTORY STUDIES SINCE RECONSTRUCTION	<b>12</b> GOVERNMENT	<b>12</b> ECONOMICS
understands the geographic significance of the economic factors of production	<b>D,M,R</b>	<b>D,M R,T</b>	<b>D,M,R,T</b>		<b>D,M</b>
understands the reasons for international trade and its importance to the United States.	<b>D,M,R</b>		<b>D,M,R,T</b>		<b>D,M</b>
understands the issues of free trade and the effects of trade barriers	<b>D,M,R</b>	<b>D,M R,T</b>	<b>D,M,R,T</b>		<b>D.M</b>

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



## OBJECTIVE: ECONOMICS

<b>THE STUDENT:</b>	<b>9</b> WORLD GEOGRAPHY	<b>10</b> WORLD HISTORY	<b>11</b> U. S. HISTORY STUDIES SINCE RECONSTRUCTION	<b>12</b> GOVERNMENT	<b>12</b> ECONOMICS
understands the distribution and characteristics of economic systems throughout the world	<b>D,M,R</b>	<b>D,M R,T</b>			<b>D,M</b>
understands the reasons for the location of economic activities (primary, secondary, tertiary, and quaternary) in different economic systems	<b>D,M,R</b>				<b>D,M</b>
understands the economic importance of, and issues related to, the location and management of key natural resources	<b>D,M,R</b>				<b>D,M</b>
understands the impact of the Neolithic agricultural revolution on humanity and the development of the first civilizations		<b>D,M R,T</b>			
understands the historic origins of contemporary economic systems		<b>D,M R,T</b>			<b>D</b>
understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920			<b>I,D,M,R, T</b>		
understands significant economic developments between World War I and World War II		<b>D,M R,T</b>	<b>I,D,M,R, T</b>		<b>D</b>

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



## OBJECTIVE: ECONOMICS

<b>THE STUDENT:</b>	<b>9</b> WORLD GEOGRAPHY	<b>10</b> WORLD HISTORY	<b>11</b> U. S. HISTORY STUDIES SINCE RECONSTRUCTION	<b>12</b> GOVERNMENT	<b>12</b> ECONOMICS
understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society		<b>D,M R,T</b>	<b>I,D,M,R, T</b>		<b>D</b>
understands the relationship between U.S. government policies and international trade		<b>D,M R,T</b>	<b>D,M,R,T</b>		<b>D</b>
understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system			<b>D,M,R,T</b>	<b>D</b>	<b>D,M</b>
understands the concepts of scarcity and opportunity costs					<b>D,M</b>
understands the circular-flow model of the economy					<b>D,M</b>
understands the interaction of supply, demand, and price					<b>D,M</b>
understands the role of financial institutions in saving, investing, and borrowing					<b>D,M</b>
understands types of business ownership and types of market structures					<b>D,M</b>

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



OBJECTIVE: **ECONOMICS**

<b>THE STUDENT:</b>	<b>9</b> WORLD GEOGRAPHY	<b>10</b> WORLD HISTORY	<b>11</b> U. S. HISTORY STUDIES SINCE RECONSTRUCTION	<b>12</b> GOVERNMENT	<b>12</b> ECONOMICS
understands traditional, command, and market economic systems					<b>D,M</b>
understands the basic concepts of consumer economics					<b>D,M</b>

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



## OBJECTIVE: GOVERNMENT

<b>THE STUDENT:</b>	<b>9</b> WORLD GEOGRAPHY	<b>10</b> WORLD HISTORY	<b>11</b> U. S. HISTORY STUDIES SINCE RECONSTRUCTION	<b>12</b> GOVERNMENT	<b>12</b> ECONOMICS
understands the characteristics of a variety of political units	<b>I,D</b>	<b>D,M R,T</b>	<b>D,M,R,T</b>	<b>D</b>	
understands the geographic processes that influence political divisions, relationships, and policies	<b>I,D</b>	<b>D,M R,T</b>	<b>D,M,R,T</b>	<b>D</b>	
understands the historical antecedents of contemporary political systems		<b>D,M R,T</b>	<b>D,M,R,T</b>	<b>D</b>	
understands the process by which democratic-republican government evolved		<b>D,M R,T</b>	<b>D,M,R,T</b>	<b>D,M</b>	
understands changes in the role of government over time		<b>D,M R,T</b>	<b>D,M,R,T</b>	<b>D,M</b>	
understands the changing relationships among the three branches of the federal government			<b>D,M,R,T</b>	<b>D,M</b>	
understands the impact of constitutional issues on American society in the 20th century			<b>I,D,M,R, T</b>	<b>D,M</b>	
understands the American beliefs and principles reflected in the U.S. Constitution			<b>I,D,M,R, T</b>	<b>D,M</b>	

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



## OBJECTIVE: GOVERNMENT

<b>THE STUDENT:</b>	<b>9</b> WORLD GEOGRAPHY	<b>10</b> WORLD HISTORY	<b>11</b> U. S. HISTORY STUDIES SINCE RECONSTRUCTION	<b>12</b> GOVERNMENT	<b>12</b> ECONOMICS
understands the structure and functions of the government created by the U.S. Constitution			<b>D,M,R,T</b>	<b>D,M</b>	
understands the concept of federalism			<b>D,M,R,T</b>	<b>D,M</b>	
understands the processes for filling public offices in the U.S. system of government			<b>D,M,R,T</b>	<b>D,M</b>	
understands the role of political parties in the U.S. system of government			<b>D,M,R,T</b>	<b>D,M</b>	
understands the similarities and differences that exist among the U.S. system of government and other political systems			<b>D,M,R,T</b>	<b>D,M</b>	
understands the role that the government plays in the U.S. free enterprise system				<b>D,M</b>	<b>D,M</b>
understands the goals of economic growth, stability, full employment, freedom, security, equity, and efficiency as they apply to U.S. economic policy					<b>D,M</b>

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



OBJECTIVE: **GOVERNMENT**

<b>THE STUDENT:</b>	<b>9</b> WORLD GEOGRAPHY	<b>10</b> WORLD HISTORY	<b>11</b> U. S. HISTORY STUDIES SINCE RECONSTRUCTION	<b>12</b> GOVERNMENT	<b>12</b> ECONOMICS
understands the economic impact of fiscal policy decisions at the local, state, and national levels					<b>D,M</b>
understands the role of the Federal Reserve System in establishing monetary policy				<b>I,D,M</b>	<b>I,D,M</b>

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



## OBJECTIVE: CITIZENSHIP

<b>THE STUDENT:</b>	<b>9</b> WORLD GEOGRAPHY	<b>10</b> WORLD HISTORY	<b>11</b> U. S. HISTORY STUDIES SINCE RECONSTRUCTION	<b>12</b> GOVERNMENT	<b>12</b> ECONOMICS
understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels	<b>D</b>		<b>D,M,R,T</b>		
understands the significance of political choices and decisions made by individuals, groups, and nations throughout history		<b>D,M R,T</b>	<b>D,M,R,T</b>		
understands the historical development of significant legal and political concepts, including ideas about rights, republicanism, constitutionalism, and democracy		<b>D,M R,T</b>	<b>D,M,R,T</b>	<b>D</b>	
understands efforts to expand the democratic process		<b>D,M R,T</b>	<b>I,D,M,R, T</b>	<b>D</b>	
understands the importance of effective leadership in a democratic society			<b>I,D,M,R, T</b>	<b>D</b>	
understands rights guaranteed by the U.S. Constitution			<b>D,M,R,T</b>	<b>D,M</b>	
understands the importance of voluntary individual participation in the U.S. democratic society			<b>D,M,R,T</b>	<b>D,M</b>	

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



OBJECTIVE: CITIZENSHIP

<b>THE STUDENT:</b>	<b>9</b> WORLD GEOGRAPHY	<b>10</b> WORLD HISTORY	<b>11</b> U. S. HISTORY STUDIES SINCE RECONSTRUCTION	<b>12</b> GOVERNMENT	<b>12</b> ECONOMICS
understands the importance of the expression of different points of view in a democratic society			<b>D,M,R,T</b>	<b>D,M</b>	
understands the rights and responsibilities of consumers in the U.S. free enterprise system			<b>D,M,R,T</b>		<b>D,M</b>
understands the rights and responsibilities of businesses in the U.S. free enterprise system			<b>D,M,R,T</b>		<b>D,M</b>
understands the right to own, use, and dispose of private property			<b>D,M,R,T</b>		<b>D,M</b>

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



## OBJECTIVE: CULTURE

<b>THE STUDENT:</b>	<b>9</b> WORLD GEOGRAPHY	<b>10</b> WORLD HISTORY	<b>11</b> U. S. HISTORY STUDIES SINCE RECONSTRUCTION	<b>12</b> GOVERNMENT	<b>12</b> ECONOMICS
understands how the components of culture affect the way people live & shape the characteristics of regions	<b>D,M,R</b>	<b>D,M R,T</b>			
understands the distribution, patterns, and characteristics of different cultures	<b>D,M,R</b>	<b>D,M R,T</b>			
understands the ways in which cultures change and maintain continuity	<b>D,M,R</b>	<b>D,M R,T</b>			
understands the history and relevance of major religious and philosophical traditions	<b>D,M,R</b>	<b>D,M R,T</b>			
understands the roles of women, children, and families in different historical cultures		<b>D,M R,T</b>			
understands how the development of ideas has influenced institutions & societies		<b>D,M R,T</b>			
understands the relationship between the arts and the times during which they were created		<b>D,M R,T</b>	<b>D,M,R,T</b>		
understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the U. S. and contribute to our national identity	<b>D,M,R</b>		<b>D,M,R,T</b>		
understands the relationship between government policies & the culture of the U. S.			<b>D,M,R,T</b>	<b>D</b>	
understands how societal values affect a nation's economy		<b>D</b>	<b>D,M,R,T</b>		<b>D,M</b>
understands the impact of a nation's culture on its level of economic development		<b>D</b>	<b>D,M,R,T</b>		<b>D,M</b>

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



OBJECTIVE: SCIENCE, TECHNOLOGY, AND SOCIETY

<b>THE STUDENT:</b>	<b>9</b> WORLD GEOGRAPHY	<b>10</b> WORLD HISTORY	<b>11</b> U. S. HISTORY STUDIES SINCE RECONSTRUCTION	<b>12</b> GOVERNMENT	<b>12</b> ECONOMICS
understands the impact of technology and human modifications on the physical environment	<b>D,M,R</b>	<b>D</b>			
understands how technology affects definitions of, access to, and use of resources	<b>D,M,R</b>	<b>D</b>			
understands how major scientific & mathematical discoveries and technological innovations have affected societies throughout history		<b>D,M R,T</b>			
understands connections between major developments in science and technology and the growth of industrial economies and societies in the 18th, 19th, and 20th centuries		<b>D,M R,T</b>			<b>D</b>
understands the impact of science and technology on the economic development of the United States			<b>D,M,R,T</b>		<b>D</b>
understands the influence of scientific discoveries & technological innovations on daily life in the U.S.			<b>D,M,R,T</b>		<b>D,M</b>
understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries & technological innovations		<b>D</b>	<b>D,M,R,T</b>	<b>D</b>	
understands the impact of advances in science and technology on government and society		<b>D</b>	<b>D</b>	<b>D</b>	

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES



## OBJECTIVE: SOCIAL STUDIES SKILLS

<b>THE STUDENT:</b>	<b>9</b> WORLD GEOGRAPHY	<b>10</b> WORLD HISTORY	<b>11</b> U. S. HISTORY STUDIES SINCE RECONSTRUCTION	<b>12</b> GOVERNMENT	<b>12</b> ECONOMICS
applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology	<b>D,M,R</b>	<b>D,M R,T</b>	<b>D,M,R,T</b>	<b>D,M,R</b>	<b>D,M,R</b>
The student communicates in written, oral, and visual forms	<b>D,M,R</b>	<b>D,M R,T</b>	<b>D,M,R,T</b>	<b>D,M,R</b>	<b>D,M,R</b>
uses problem-solving and decision-making skills, working independently and with others, in a variety of settings	<b>D,M,R</b>	<b>D,M R,T</b>	<b>D,M,R,T</b>	<b>D,M,R</b>	<b>D,M,R</b>

**Prepared Spring 2004  
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