

Texas - 7th Grade Social Studies TEKS  
PLT Places We Live Correlation

7th Grade Social Studies TEKS Correlations	Activity 1 - Personal Places	Activity 2 - Community Character	Activity 3 - Mapping Your Community through Time	Activity 4 - Neighborhood Design	Activity 5 - Green Space	Activity 6 - A Vision for the Future	Activity 7 - r
8) Geography. The student uses geographic tools to collect, analyze, and interpret data.							
(8A) create thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th and 20th centuries;	X		X				
(8B) pose and answer questions about geographic distributions and patterns in Texas during the 19th and 20th centuries.	X		X				
10) Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th and 20th centuries.							
(10A) identify ways in which Texans have adapted to and modified the environment and analyze the consequences of the modifications;			X				>
(10B) explain ways in which geographic factors have affected the political, economic, and social development of Texas.							>

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11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th and 20th centuries.							
(11C) analyze the effects of the changing population distribution in Texas during the 20th century; and		X					
(11D) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.		X					
(15) Government. The student understands the structure and functions of government created by the Texas Constitution.							
(15A) describe the structure and functions of government at municipal, county, and state levels;				X			
(17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society.							
(17C) express and defend a point of view on an issue of historical or contemporary interest in Texas							>

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(19) Culture. The student understands the concept of diversity within unity in Texas.							
(19A) explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances;		X					
(19B) describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;		X					
(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas.							
(20D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land;				X	X		
(20F) make predictions about economic, social, and environmental consequences that may result from future scientific discoveries and technological innovations.						X	

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(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.							
(21A) differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;	X		X				
(21B) 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;	X	X	X	X	X	X	>
(21C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;	X	X	X	X	X	X	>
(21E) support a point of view on a social studies issue or event;							>

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(21F) identify bias in written, oral, and visual material;			X	X	X	X	>
(21H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.	X	X	X		X	X	
(22) Social studies skills. The student communicates in written, oral, and visual forms.							
(22A) use social studies terminology correctly;	X	X	X	X	X	X	>
(22B) use standard grammar, spelling, sentence structure, and punctuation;	X	X	X	X	X	X	>
(22C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate;	X	X	X	X	X	X	>
(22D) create written, oral, and visual presentations of social studies information.	X		X	X	X	X	>

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(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.							
(23A) 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;	X			X	X	X	X
situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.				X	X	X	X

Texas - 8th Grade Social Studies TEKS  
PLT Places We Live Correlation

8th Grade Social Studies TEKS Correlations	Activity 1 - Personal Places	Activity 2 - Community Character	Activity 3 - Mapping Your Community through Time	Activity 4 - Neighborhood Design	Activity 5 - Green Space	Activity 6 - A Vision for the Future	Activity 7 - r
(10) Geography. The student uses geographic tools to collect, analyze, and interpret data.							
(10A) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States;	X		X				
(10B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.	X	X	X	X	X		
(12) Geography. The student understands the physical characteristics of the United States during the 18th and 19th centuries and how humans adapted to and modified the environment.							
(12B) describe the consequences of human modification of the physical environment of the United States;			X				
(22) Citizenship. The student understands the importance of the expression of different points of view in a democratic society.							



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(28B) analyze the impact of transportation systems on the growth, development, and urbanization of the United States;			X	X			
(30) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.							
(30A) differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;	X		X	X	X	X	>
(30B) 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;	X	X	X	X	X	X	>
(30C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;	X		X	X	X	X	>



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8th Grade Social Studies TEKS Correlations	Activity 1 - Personal Places	Activity 2 - Community Character	Activity 3 - Mapping Your Community through Time	Activity 4 - Neighborhood Design	Activity 5 - Green Space	Activity 6 - A Vision for the Future	Activity 7 - r
(31D) create written, oral, and visual presentations of social studies information.	X				X	X	X

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(32) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.							
(32A) 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;	X			X	X	X	X
(32B) 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.				X	X	X	X

Texas - Economics Social Studies TEKS  
PLT Places We Live Correlation

Economics TEKS Correlations	Activity 1 - Personal Places	Activity 2 - Community Character	Activity 3 - Mapping Your Community through Time	Activity 4 - Neighborhood Design	Activity 5 - Green Space	Activity 6 - A Vision for the Future	Activity 7 - r
(1) Citizenship. The student understands the rights and responsibilities of consumers in the U.S. free enterprise system.							
(1B) analyze the consequences of an economic decision made by an individual consumer.					X		>
(2) Citizenship. The student understands the rights and responsibilities of businesses in the U.S. free enterprise system.							
(2A) analyze the economic rights and responsibilities of businesses;							>
(3) Citizenship. The student understands the right to own, use, and dispose of private property.							
(3B) identify and evaluate examples of restrictions that the government places on the use of business and individual property.				X	X	X	
(5) Economics. The student understands the concepts of scarcity and opportunity costs.							
(5A) explain why scarcity and choice are basic problems of economics;							>

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Economics TEKS Correlations	Activity 1 - Personal Places	Activity 2 - Community Character	Activity 3 - Mapping Your Community through Time	Activity 4 - Neighborhood Design	Activity 5 - Green Space	Activity 6 - A Vision for the Future	Activity 7 - r
(21) Culture. The student understands how societal values affect a nation's economy.							
(21B) describe the societal values that influence traditional, command, and market economies.	X	X					
(23) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.							
(23A) 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;	X	X	X	X	X	X	>
(23D) explain a point of view on an economic issue;						X	>
(23G) use appropriate mathematical skills to interpret social studies information.	X	X	X	X	X	X	>
(24) Social studies skills. The student communicates in written, oral, and visual forms.							

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PLT Places We Live Correlation

Economics TEKS Correlations	Activity 1 - Personal Places	Activity 2 - Community Character	Activity 3 - Mapping Your Community through Time	Activity 4 - Neighborhood Design	Activity 5 - Green Space	Activity 6 - A Vision for the Future	Activity 7 - r
(24A) use social studies terminology correctly;	X	X	X	X	X	X	X
(24B) use standard grammar, spelling, sentence structure, and punctuation;	X	X	X	X	X	X	X
(24C) transfer information from one medium to another including written to visual and statistical to written or visual using computer software as appropriate;	X	X	X	X	X	X	X
(24D) create written, oral, and visual presentations of social studies information.	X		X	X	X	X	X
(25) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.							
(25A) 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;			X	X	X	X	X

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PLT Places We Live Correlation

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(25B) 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.	X		X	X	X	X	>
(26) Science, technology, and society. The student understands the effects of science and technology on an economy.							
(26A) analyze the effect of technology on productivity;							>

Texas - Government Social Studies TEKS  
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(5) Geography. The student understands how government policies can affect the physical and human characteristics of places and regions.							
(5A) analyze and evaluate the consequences of a government policy that affects the physical characteristics of a place or region;				X	X	X	X
(5B) analyze and evaluate the consequences of a government policy that affects the human characteristics of a place or region.				X	X	X	X
(15) Citizenship. The student understands the difference between personal and civic responsibilities.							
(15B) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;						X	X
(15D) analyze the consequences of political decisions and actions on society.						X	X

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(16) Citizenship. The student understands the importance of voluntary individual participation in the U.S. democratic society.							
(16C) analyze the factors that influence an individual's political attitudes and actions;		X		X	X	X	X
(17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society.							
(17A) analyze different points of view of political parties and interest groups on important contemporary issues;							X
(17C) express and defend a point of view on an issue of contemporary interest in the United States.							X
(18) Culture. The student understands the relationship between government policies and the culture of the United States.							
(18A) evaluate a political policy or decision in the United States that was a result of changes in American culture;					X	X	X



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(22) Social studies skills. The student communicates in written, oral, and visual forms.							
(22A) use social studies terminology correctly;	X	X	X	X	X	X	X
(22B) use standard grammar, spelling, sentence structure, and punctuation;	X	X	X	X	X	X	X
(22C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate;	X	X	X	X	X	X	X
(22D) create written, oral, and visual presentations of social studies information.	X		X	X	X	X	X

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Government TEKS Correlations	Activity 1 - Personal Places	Activity 2 - Community Character	Activity 3 - Mapping Your Community through Time	Activity 4 - Neighborhood Design	Activity 5 - Green Space	Activity 6 - A Vision for the Future	Activity 7 - Future
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.							
(23A) 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;			X	X	X	X	X
situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	X		X	X	X	X	X

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(1) Citizenship. The student understands that individuals require knowledge of the dynamics of the relationships between self and others to be contributing members of the community								
(1A) describe models of group systems and the interactive roles of individuals, groups, and the community;		X						
(1B) evaluate role conflicts and methods of resolution that may occur among individuals and groups.						X	>	
(3) Economics. The student understands how socioeconomic stratification affects human motivation.								
(3A) analyze the relationship between socioeconomic stratification and human motivation;		X						
(3B) analyze the influence of different motivations and aspirations on economic decisions.				X	X	X	X	>

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(4) Economics. The student understands the relationship between socioeconomic stratification and cultural values.							
4(A) compare cultural values associated with socioeconomic stratification; and		X					
(5) Geography. The student uses geographic tools to collect, analyze, and interpret sociological data.							
(5A) create thematic maps, graphs, charts, models, and data bases that represent various aspects of demographic and cultural patterns;	X		X				
(5B) pose and answer questions about geographic distributions and demographic and cultural patterns shown on maps, graphs, charts, models, and databases.	X	X	X				
(6) Geography. The student understands that socialization, cultural values, and norms vary in different geographic places and regions.							
(6B) compare how geographic considerations have influenced the development of cultural values and norms.		X					

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(7) Government. The student understands how governments promote cultural values and provide for social controls.							
(7A) identify the relationships between cultural values and the purposes and policies of government;	X		X	X	X		
(12) Culture. The student understands how cultural socialization, norms, values, motivation, and communication influence relationships among groups.							
(12A) compare cultural norms among various U.S. subculture groups such as ethnic, national origin, age, socioeconomic strata, and gender groups;							>
(14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.							
(14A) create a product on a contemporary sociological issue or topic using critical methods of inquiry;			X				

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(14B) 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;			X	X		X	X	>
(15) Social studies skills. The student communicates in written, oral, and visual forms.								
(15B) use standard grammar, spelling, sentence structure, and punctuation;	X	X	X	X	X	X	X	>
(15C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate;	X	X	X	X	X	X	X	>
(15D) create written, oral, and visual presentations of social studies information.	X					X	X	>

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(16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.							
(16A) 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;		X	X	X	X	X	>
(16B) 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;	X	X	X	X	X	X	>
(16C) participate in conflict resolution using persuasion, compromise, debate, and negotiation.						X	>

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(18) Science, technology, and society. The student understands the impact of changes in science and technology on moral and ethical issues.							
(18A) analyze how the norms and behaviors of a selected U.S. subculture group have changed as a result of changes in science and technology;				X	X	X	
(18B) evaluate a current ethical issue that has resulted from scientific discoveries and/or technological innovations.					X	X	>

Texas - US History Social Studies TEKS  
PLT Places We Live Correlation

US History TEKS Correlations	Activity 1 - Personal Places	Activity 2 - Community Character	Activity 3 - Mapping Your Community through Time	Activity 4 - Neighborhood Design	Activity 5 - Green Space	Activity 6 - A Vision for the Future	Activity 7 - : :
(8) Geography. The student uses geographic tools to collect, analyze, and interpret data.							
(8A) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States	X		X				
(8B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.	X	X	X				
(10) Geography. The student understands the effects of migration and immigration on American society.							
(10A) analyze the effects of changing demographic patterns resulting from migration within the United States;			X				
(11) Geography. The student understands the relationship between population growth and modernization on the physical environment.							
(11A) identify the effects of population growth and distribution and predict future effects on the physical environment			X	X	X	X	X

Texas - US History Social Studies TEKS  
PLT Places We Live Correlation

US History TEKS Correlations	Activity 1 - Personal Places	Activity 2 - Community Character	Activity 3 - Mapping Your Community through Time	Activity 4 - Neighborhood Design	Activity 5 - Green Space	Activity 6 - A Vision for the Future	Activity 7 -
(11B) trace the development of the conservation of natural resources, including the establishment of the National Park System and efforts of private nonprofit organizations.						X	)
(15) Government. The student understands changes in the role of government over time.							
(15D) predict the effects of selected contemporary legislation on the roles of state and federal governments.						X	)
(20) Culture. The student understands the relationship between the arts and the times during which they were created.							
(20D) analyze the relationship between culture and the economy and identify examples such as the impact of the entertainment industry on the U.S. economy;		X					
(21) Culture. The student understands how people from various groups, including racial, ethnic, and religious groups adapt to life in the United States and contribute to our national identity.							

Texas - US History Social Studies TEKS  
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US History TEKS Correlations	Activity 1 - Personal Places	Activity 2 - Community Character	Activity 3 - Mapping Your Community through Time	Activity 4 - Neighborhood Design	Activity 5 - Green Space	Activity 6 - A Vision for the Future	Activity 7 -
(21C) analyze how the contributions of people of various racial, ethnic, and religious groups have helped to shape the national identity;		X					
(22) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States.							
(22A) explain the effects of scientific discoveries and technological innovations such as electric power, the telegraph and telephone, petroleum-based products, medical vaccinations, and computers on the development of the United States;	X		X				
(22C) analyze the impact of technological innovations on the nature of work, the American labor movement, and businesses.			X				
(23) Science, technology, and society. The student understands the influence of scientific discoveries and technological innovations on daily life in the United States.							





## Texas - US History Social Studies TEKS PLT Places We Live Correlation

US History TEKS Correlations			Activity 1 - Personal Places	Activity 2 - Community Character	Activity 3 - Mapping Your Community through Time	Activity 4 - Neighborhood Design	Activity 5 - Green Space	Activity 6 - A Vision for the Future	
						X	X	)	

Texas - US History Social Studies TEKS  
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US History TEKS Correlations	Activity 1 - Personal Places	Activity 2 - Community Character	Activity 3 - Mapping Your Community through Time	Activity 4 - Neighborhood Design	Activity 5 - Green Space	Activity 6 - A Vision for the Future	Activity 7 -	
(26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.								
(26A) 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; and		X	X	X	X	X	)	
situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	X			X	X	X	X	)



Texas - World Geography Social Studies TEKS  
PLT Places We Live Correlation

World Geography TEKS Correlations	Activity 1 - Personal Places	Activity 2 - Community Character	Activity 3 - Mapping Your Community through Time	Activity 4 - Neighborhood Design	Activity 5 - Green Space	Activity 6 - A Vision for + Future	Activity 7 - +
(3) Geography. Such as student 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							
(3B) describe physical environment of regions and the physical processes that affect these regions such as weather, tectonic forces, wave action, freezing and thawing, gravity, and soil-building processes			X	X			
(4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them							
(4A) explain the distribution of different types of climate in terms of patterns of temperature, wind, and precipitation and the factors that influence climate regions such as elevation, latitude, location near warm and cold ocean currents, position on a continent, and mountain barriers			X	X	X	X	X

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PLT Places We Live Correlation

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(4C) explain the distribution of plants and animals in different regions of the world using the relationships among climate, vegetation, soil, and geology			X	X	X		>
(5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions							
(5A) analyze how the character of a place is related to its political, economic, social, and cultural characteristics;		X					
(6) Geography. The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time							
(6A) locate settlements and observe patterns in the size and distribution of cities using maps, graphics, and other information	X	X	X	X	X	X	>
(6B) explain the processes that have caused cities to grow such as location along transportation routes, availability of resources that have attracted settlers and economic activities, and continued access to other cities and resources	X	X	X	X			

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(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population							
(7B) explain the political, economic, social, and environmental factors that contribute to human migration such as how national and international migrations are shaped by push-and-pull factors and how physical geography affects the routes, flows, and destinations of migration;	X		X				
(7D) develop and defend hypotheses on likely population patterns for the future.						X	
(8) Geography. The student understands how people, places, and environments are connected and interdependent							
(8A) explain the interrelationships among physical and human processes that shape the geographic characteristics of places such as connections among economic development, urbanization, population growth, and environmental change	X	X	X	X	X	X	X

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PLT Places We Live Correlation

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(8B) compare ways that humans depend on, adapt to, and modify the physical environment using local, state, national, and international human activities in a variety of cultural and technological contexts;	X	X	X	X	X	X	X
(8D) analyze statistical and other data to infer the effects of physical and human processes on patterns of settlement, population distribution, economic and political conditions, and resource distribution				X	X	X	X
(11) Economics. The student understands the reasons for the location of economic activities (primary, secondary, tertiary, and quaternary) in different economic systems							
(11B) identify factors affecting the location of different types of economic activities;		X					X
(11C) describe how changes in technology, transportation, and communication affect the location and patterns of economic activities.		X	X	X	X	X	X
economic importance of, and issues related to, the location and management of key natural resources.							

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World Geography TEKS Correlations	Activity 1 - Personal Places	Activity 2 - Community Character	Activity 3 - Mapping Your Community through Time	Activity 4 - Neighborhood Design	Activity 5 - Green Space	Activity 6 - A Vision for the Future	Activity 7 - r	
(12C) evaluate the geographic and economic impact of policies related to the use of resources such as regulations for water use or policies related to the development of scarce natural resources.				X		X	X	>
(15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels.								
(15A) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels;				X	X	X	X	>
15(C) compare different points of view on geographic issues.				X	X	X	X	>
(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions.								
(16A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world, and how these patterns influenced the processes of innovation and diffusion;	X	X	X	X	X		X	

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(16B) give examples of ways various groups of people view cultures, places, and regions differently;						X	
(16C) compare life in a variety of cities and nations in the world to evaluate the relationships involved in political, economic, social, and environmental changes.				X	X	X	>
(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures.							
(17A) describe and compare patterns of culture such as language, religion, land use, systems of education, and customs that make specific regions of the world distinctive;		X					
(18) Culture. The student understands the ways in which cultures change and maintain continuity.							
(18B) analyze cultural changes in specific regions;		X	X				

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(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment.							
(19A) evaluate the significance of major technological innovations, including fire, steam power, diesel machinery, and electricity that have been used to modify the physical environment					X	X	>
(20) Science, technology, and society. The student understands how technology affects definitions of, access to, and use of resources.							
(20A) describe the impact of new technologies, new markets, and revised perceptions of resources			X		X	X	>
(20B) analyze the role of technology in agriculture and other primary economic activities and identify the environmental consequences of the changes that have taken place.			X		X	X	>
(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.							

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(21A) use historical, geographic, and statistical information from a variety of sources such as databases, field interviews, media services, and questionnaires to answer geographic questions and infer geographic relationships;			X				
(21B) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;	X		X				
(21C) construct and interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change;	X		X				
(21D) apply basic statistical concepts and analytical methods such as computer-based spreadsheets and statistical software to analyze geographic data;			X				
(21E) use a series of maps, including a computer-based geographic information system, to obtain and analyze data needed to solve geographic and locational problems.	X		X	X	X		

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(22) Social studies skills. The student communicates in written, oral, and visual forms.							
(22A) design and draw appropriate maps and other graphics such as sketch maps, diagrams, tables, and graphs to present geographic information including geographic features, geographic distributions, and geographic relationships;	X		X	X			
(22B) apply appropriate vocabulary, geographic models, generalizations, theories, and skills to present geographic information;	X	X	X	X	X	X	X
(22C) use geographic terminology correctly;	X	X	X	X	X	X	X
(22D) use standard grammar, spelling, sentence structure, and punctuation.	X	X	X	X	X	X	X
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.							
(23A) plan, organize, and complete a group research project that involves asking geographic questions; acquiring, organizing, and analyzing geographic information; answering geographic questions; and communicating results;	X	X	X	X	X	X	X

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(23B) use case studies and geographic information systems to identify contemporary geographic problems and issues and to apply geographic knowledge and skills to answer real-world questions;		X	X	X	X	X	>
(23C) 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;				X	X	X	>
situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.				X	X	X	>

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(11) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data.							
(11A) create thematic maps, graphs, charts, models, and databases representing various aspects of world history; and	X		X	X	X	X	
(11B) pose and answer questions about geographic distributions and patterns in world history shown on maps, graphs, charts, models, and databases.		X	X	X	X	X	
(15) Government. The student understands the historical antecedents of contemporary political systems.							
(15D) apply knowledge of political systems to make decisions about contemporary issues and events.			X			X	>
(17) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history.							
individuals, groups, and nations have made in the past, taking into account historical context, and apply this knowledge to the analysis of choices and decisions faced by contemporary societies; and			X		X	X	>

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student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history.							
(23A) give examples of major mathematical and scientific discoveries and technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations;			X		X	X	
(24) Science, technology, and society. The student understands connections between major developments in science and technology and the growth of industrial economies and societies in the 18th, 19th, and 20th centuries.							
(24B) describe the connection between scientific discoveries and technological innovations and new patterns of social and cultural life in the 20th century, such as developments in transportation and communication that affected social mobility; and			X		X	X	

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(25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.							
(25A) identify ways archaeologists, anthropologists, historians, and geographers analyze limited evidence;			X	X		X	X
(25C) 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;			X				
(25E) use the process of historical inquiry to research, interpret, and use multiple sources of evidence;			X				
(25H) support a point of view on a social studies issue or event; and				X			
(25I) use appropriate mathematical skills to interpret social studies information such as maps and graphs.	X		X			X	X
(26) Social studies skills. The student communicates in written, oral, and visual forms.							

