

PROJECT CITIZEN LEVEL II

TEKS CORRELATIONS

SOCIAL STUDIES

HIGH SCHOOL

§113.31. Implementation of Texas Essential Knowledge and Skills for Social Studies, High School.

§113.32. United States History Studies Since Reconstruction (One Credit).

(c) Knowledge and skills.

(18) Citizenship. The student understands efforts to expand the democratic process. The student is expected to:

(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, protesting, court decisions, and amendments to the U.S. Constitution; and

(C) explain how participation in the democratic process reflects our national identity.

(19) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) describe qualities of effective leadership.

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

(A) 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;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(D) use the process of historical inquiry to research, interpret, and use multiple sources of evidence; and

(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D) create written, oral, and visual presentations of social studies information.

(26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

§113.33. World History Studies (One Credit).

(c) Knowledge and skills.

(18) Citizenship. The student understands the historical development of significant legal and political concepts, including ideas about rights, republicanism, constitutionalism, and democracy. The student is expected to:

(A) trace the historical development of the rule of law and rights and responsibilities, beginning in the ancient world and continuing to the beginning of the first modern constitutional republics.

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

(B) locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information;

(C) 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;

(G) identify bias in written, oral, and visual material;

(H) support a point of view on a social studies issue or event; and

(I) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(26) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) interpret and create databases, research outlines, bibliographies, and visuals including graphs, charts, timelines, and maps; and

(D) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate.

(27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

§113.34. World Geography Studies (One Credit).

(c) Knowledge and skills.

(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. The student is expected to:

(A) 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; and

(B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs.

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(D) use standard grammar, spelling, sentence structure, and punctuation.

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(C) 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

(D) 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.

§113.35. United States Government (One-Half Credit).

(c) Knowledge and skills.

(1) History. The student understands major political ideas and forms of government in history. The student is expected to:

(B) identify the characteristics of classic forms of government such as absolute monarchy, authoritarianism, classical republic, despotism, feudalism, liberal democracy, and totalitarianism.

(2) History. The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:

(B) analyze the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, and James Madison, on the development of the U.S. government; and

(D) identify significant individuals in the field of government and politics, including Abraham Lincoln, George Washington, and selected contemporary leaders.

(3) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:

(A) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy; and

(B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present

(5) Geography. The student understands how government policies can affect the physical and human characteristics of places and regions. The student is expected to:

(A) analyze and evaluate the consequences of a government policy that affects the physical characteristics of a place or region; and

(B) analyze and evaluate the consequences of a government policy that affects the human characteristics of a place or region.

(8) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution. The student is expected to:

(A) explain the importance of a written constitution;

(B) evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;

(C) analyze how the Federalist Papers explain the principles of the American constitutional system of government;

(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;

(E) analyze the processes by which the U.S. Constitution can be changed and evaluate their effectiveness; and

(F) analyze how the American beliefs and principles reflected in the U.S. Constitution contribute to our national identity.

(9) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:

(A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;

(H) compare the structure and functions of the Texas state government to the federal system; and

(I) analyze the structure and functions of local government.

(10) Government. The student understands the concept of federalism. The student is expected to:

(A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system; and

(B) categorize government powers as national, state, or shared.

(11) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:

(A) compare different methods of filling public offices, including elected and appointed offices, at the local, state, and national levels.

(14) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:

(A) understand the roles of limited government and the rule of law to the protection of individual rights;

(B) analyze the rights guaranteed by the Bill of Rights, including first amendment freedoms;

(D) analyze the role of each branch of government in protecting the rights of individuals; and

(E) explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government.

(15) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:

(A) explain the difference between personal and civic responsibilities;

(B) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;

(C) evaluate whether and/or when the rights of individuals are inviolable even against claims for the public good; and

(D) analyze the consequences of political decisions and actions on society.

(16) Citizenship. The student understands the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:

(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;

(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and

(C) analyze the factors that influence an individual's political attitudes and actions.

(17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:

(A) analyze different points of view of political parties and interest groups on important contemporary issues;

(B) analyze the importance of free speech and press in a democratic society; and

(C) express and defend a point of view on an issue of contemporary interest in the United States.

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

(A) 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;

(C) explain a point of view on a government issue;

(D) analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;

(E) evaluate government data using charts, tables, graphs, and maps; and

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D) create written, oral, and visual presentations of social studies information.

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

§113.36. Psychology (One-Half Credit).

(c) Knowledge and skills.

(1) The individual in society. The student understands the dynamics of the relationships between self and others to be a contributing member of the community. The student is expected to:

(A) participate in class as a leader and follower;

(B) adjust behavior appropriately to fit various situations;

(C) contribute to the development of a supportive climate in groups; and

(D) accept and fulfill social responsibilities associated with citizenship in a group setting.

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

(A) create a product on a contemporary psychology-related issue or topic using critical methods of inquiry;

(B) draw and evaluate conclusions from qualitative information;

(D) explain and illustrate cautions related to interpreting statistics in news stories;

(E) apply evaluation rules to quantitative information; and

(F) 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.

(14) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and

(D) create written, oral, and visual presentations of social studies information.

(15) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision; and

(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation.

(16) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to:

(A) illustrate the relationship and sequence between intermediate goals and terminal goals; and

(B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment.

§113.37. Sociology (One-Half Credit).

(c) Knowledge and skills.

(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. The student is expected to:

(A) describe models of group systems and the interactive roles of individuals, groups, and the community; and

(B) evaluate role conflicts and methods of resolution that may occur among individuals and groups.

(7) Government. The student understands how governments promote cultural values and provide for social controls. The student is expected to:

(A) identify the relationships between cultural values and the purposes and policies of government; and

(B) describe types of government social controls.

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

(A) create a product on a contemporary sociological issue or topic using critical methods of inquiry; and

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use sociology-related terminology correctly;

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and

(D) create written, oral, and visual presentations of social studies information.

(16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision; and

(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation.

§113.39. Social Studies Research Methods (One-Half Credit).

(c) Knowledge and skills.

(2) Social studies skills. The student understands the need for an organizing framework to identify a problem or area of interest and collect information. The student is expected to:

(A) select an issue, problem, or area of interest; write a rationale and preliminary ideas for research methods; and develop a bibliography; and

(B) apply a process approach to a research problem.

(4) Social studies skills. The student understands how data can be collected from a variety of sources using a variety of methods. The student is expected to:

(A) collect information from a variety of sources (primary, secondary, written, and oral) using techniques such as questionnaires, interviews, and library research; and

(B) use various technology such as CD-ROM, library topic catalogues, networks, and on-line information systems to collect information about a selected topic.

(8) Social studies skills. The student understands the requirements of graphic displays of data. The student is expected to:

(A) construct visuals such as charts, graphs, tables, time lines, and maps to convey appropriate data; and

(B) create a presentation on a selected topic using word-processing, graphics, and multimedia software.