

# **TEKS Clarification Document**

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## **Social Studies– Grade 4**

2012 – 2013



## SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

### GRADE 4

§113.10. Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary, Beginning with School Year 2011-2012.

*Source: The provisions of this §113.10 adopted to be effective August 23, 2010, 35 TexReg 7232.*

§113.15. Social Studies, Grade 4, Beginning with School Year 2011-2012.

(a) Introduction.

(1) In Grade 4, students examine the history of Texas from the early beginnings to the present within the context of influences of North America. Historical content focuses on Texas history, including the Texas Revolution, establishment of the Republic of Texas, and subsequent annexation to the United States.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, 20th, and 21st centuries. Students conduct a thorough study of regions in Texas and North America resulting from human activity and from physical features. The location, distribution, and patterns of economic activities and settlement in Texas further enhance the concept of regions. Students describe how early American Indians in Texas and North America met their basic economic needs. Students identify motivations for European exploration and colonization and reasons for the establishment of Spanish settlements and missions. Students explain how American Indians governed themselves and identify characteristics of Spanish colonial and Mexican 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.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Where appropriate, local topics should be included. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section 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. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(5) 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 democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(6) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must

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## SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(7) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal government have either met or failed to meet the ideals espoused in the founding documents.

(8) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

**GRADE 4**

4.1	<b>History. The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student is expected to:</b>
4.1A	<p><b>Explain the possible origins of American Indian groups in Texas and North America.</b></p> <p>Explain</p> <p>POSSIBLE ORIGINS, SIMILARITIES, AND DIFFERENCES OF AMERICAN INDIAN GROUPS IN TEXAS AND NORTH AMERICA</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Possible origins             <ul style="list-style-type: none"> <li>• American Indian (Native American) – a member of any of the indigenous peoples of the Western Hemisphere. The ancestors of the American Indians are generally considered by scientists to have entered the Americas from Asia by way of the Bering Strait sometime during the late glacial epoch.</li> <li>• Ice Age – during the Ice Age, a land bridge (Beringia) was formed between Asia and North America, and people traveled across it.</li> </ul> </li> </ul>
4.1B	<p><b>Identify American Indian groups in Texas and North America before European exploration such as the Caddos, Jumanos, Lipan Apaches, and the Karankawas.</b></p> <p>Identify</p> <p>AMERICAN INDIAN GROUPS IN TEXAS AND NORTH AMERICA BEFORE EUROPEAN EXPLORATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Gulf Coastal Plains             <ul style="list-style-type: none"> <li>• Caddo – largest group of Native Americans in Texas who lived in East Texas. They were hunters and gatherers who also farmed corn; lived and practiced religious ceremonies in dome-shaped buildings; were organized into political confederations; and greeted the Europeans with the word Tejas.</li> <li>• Karankawa – lived along the beaches of the Gulf Coast and were nomadic. They fished and hunted along the Gulf Coast, migrating in large bands of people.</li> </ul> </li> <li>• Central Plains             <ul style="list-style-type: none"> <li>• Tonkawa – nomads who lived on the Edwards’s Plateau and Hill Country. They were hunters and gatherers, primarily hunting buffalo, deer, and small animals</li> </ul> </li> <li>• Great Plains             <ul style="list-style-type: none"> <li>• Lipan Apache – nomads who lived in tipis hunting and gathering food (mostly hunting buffalo). The Lipan Apaches adapted to horses when they were introduced by Europeans; Lipan Apaches became more warlike.</li> </ul> </li> <li>• Mountain and Basin</li> </ul>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

**GRADE 4**

	<ul style="list-style-type: none"> <li>• Jumano – lived in parts of present-day New Mexico and West Texas; farmed, hunted, and traded. Some were nomadic, living either in tee-pees; others lived in pueblo-like dwellings.</li> </ul>
4.1C	<p><b>Describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.</b></p> <p>Describe</p> <p style="text-align: center;">REGIONS IN WHICH AMERICAN INDIANS LIVED AND THE GROUPS REMAINING IN TEXAS TODAY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Gulf Coastal Plains             <ul style="list-style-type: none"> <li>• Waterways</li> <li>• Much vegetation</li> <li>• Mild climate throughout the year</li> <li>• Prairies and plains</li> <li>• Many small animals and some buffalo</li> <li>• American Indian groups                 <ul style="list-style-type: none"> <li>• Karankawa</li> <li>• Caddo</li> <li>• Coahuiltecan</li> <li>• Alabama-Coushatta – today: reservation located outside Livingston, Texas</li> <li>• Kickapoo – today: reservation in Eagle Pass, crosses into Mexico</li> </ul> </li> </ul> </li> <li>• Central Plains             <ul style="list-style-type: none"> <li>• Rolling prairies</li> <li>• Edwards Plateau</li> <li>• Some waterways</li> <li>• Buffalo and deer</li> <li>• Hot summers and mild winters</li> <li>• American Indian groups                 <ul style="list-style-type: none"> <li>• Tonkawa</li> </ul> </li> </ul> </li> <li>• Great Plains</li> </ul>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 4

	<ul style="list-style-type: none"> <li>• High plains and plateaus</li> <li>• Canyons</li> <li>• Buffalo and deer</li> <li>• Hot summers and cold winters</li> <li>• American Indian groups             <ul style="list-style-type: none"> <li>• Lipan Apache</li> <li>• Comanche</li> <li>• Kiowa</li> </ul> </li> <li>• Mountain and Basin             <ul style="list-style-type: none"> <li>• Desert</li> <li>• Harsh climate – hot days, cool nights</li> <li>• Mountains</li> <li>• Basins</li> <li>• Small animals</li> <li>• American Indian groups                 <ul style="list-style-type: none"> <li>• Jumano</li> <li>• Concho</li> <li>• Tigua Ysleta Del Sur Pueblo – today: located outside El Paso, Texas</li> </ul> </li> </ul> </li> </ul>
<p>4.1D</p>	<p><b>Compare the ways of life of American Indian groups in Texas and North America before European exploration.</b></p> <p>Compare</p> <p>WAYS OF LIFE OF AMERICAN INDIAN GROUPS IN TEXAS AND NORTH AMERICA BEFORE EUROPEAN EXPLORATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Gulf Coastal Plains – Caddo             <ul style="list-style-type: none"> <li>• Sedentary, complex political system, agricultural society, lived in dome-shaped huts</li> </ul> </li> <li>• Gulf Coastal Plains – Karankawa             <ul style="list-style-type: none"> <li>• Nomadic, hunt and gather small animals and fish</li> </ul> </li> <li>• Central Plains – Tonkawa</li> </ul>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 4

	<ul style="list-style-type: none"> <li>• Sedentary, but hunted buffalo and fished. They didn't have to migrate because they had abundant food in the area where they lived.</li> <li>• Great Plains – Comanche             <ul style="list-style-type: none"> <li>• Nomadic, lived in tipis (teepees), great warriors, hunted buffalo and used all parts of it to survive. When the Europeans introduced the horse, they became skilled horsemen.</li> </ul> </li> <li>• Great Plains – Apache             <ul style="list-style-type: none"> <li>• Nomadic hunters of buffalo and farmers, due to scarcity of resources raided other tribes, skilled with bow and arrows</li> </ul> </li> <li>• Mountain and Basin – Pueblo: Jumano and Concho             <ul style="list-style-type: none"> <li>• Sedentary, lived in homes made of adobe that were entered from the roof, lived along rivers and streams, agricultural, hunter-gatherer</li> </ul> </li> <li>• Similarities             <ul style="list-style-type: none"> <li>• Used the environment for basic needs</li> <li>• Adapted to their environment</li> </ul> </li> <li>• Differences             <ul style="list-style-type: none"> <li>• Some are sedentary and some are nomadic</li> <li>• The Indians who lived in harsher climates and regions were more warlike. Those who were farmers were less warlike.</li> </ul> </li> </ul>
4.2	<p><b><i>History. The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to:</i></b></p>
4.2A	<p><b>Summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition and the desire for expansion.</b></p> <p>Summarize</p> <p>MOTIVATIONS FOR EUROPEAN EXPLORATION AND SETTLEMENT OF TEXAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Economic opportunity             <ul style="list-style-type: none"> <li>• Searching for gold, silver, and natural resources</li> </ul> </li> <li>• Competition             <ul style="list-style-type: none"> <li>• Desire for natural resources to compete globally economically</li> <li>• Claim land for their country, which meant glory and power for conquistador and global power for their country</li> </ul> </li> <li>• Desire for expansion             <ul style="list-style-type: none"> <li>• Settle Texas so France would not</li> </ul> </li> </ul>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 4

	<ul style="list-style-type: none"> <li>Expansion of Catholicism             <ul style="list-style-type: none"> <li>To help finance exploration of the New World, the Spanish agreed to take Catholic priests along to developed settlements to convert natives.</li> </ul> </li> </ul>
<p>4.2B</p>	<p><b>Identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas.</b></p> <p>Identify, Explain</p> <p>ACCOMPLISHMENTS AND IMPACT OF SIGNIFICANT EXPLORERS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Cabeza de Vaca (Spain)             <ul style="list-style-type: none"> <li>Lived among Indians for several years; began legend about Cibola and made Spanish eager to explore; Sent Esteban to New Mexico and Arizona looking for wealth</li> <li>First person to write about the environment of Texas</li> </ul> </li> <li>Francisco Coronado (Spain)             <ul style="list-style-type: none"> <li>First European to explore Palo Duro Canyon; searched for Seven Cities of Gold and Quivira; named Amarillo</li> <li>First person to travel across the northern part of Texas and explore it. He also determined that Texas did not have gold.</li> </ul> </li> <li>René Robert Cavelier, Sieur de la Salle (French)             <ul style="list-style-type: none"> <li>Trying to colonize in the New World, but landed at Matagorda; started a colony which failed</li> <li>His colonization attempts caused Spain to reclaim Texas and settle it.</li> </ul> </li> </ul>
<p>4.2C</p>	<p><b>Explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón.</b></p> <p>Explain</p> <p>WHEN, WHERE, WHY SPANISH ESTABLISHED SETTLEMENTS AND CATHOLIC MISSIONS IN TEXAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>When? – 1600s-1820</li> <li>Where? – El Paso, East Texas, San Antonio</li> <li>Why? – to convert the Native Americans to Catholicism and make them Spanish citizens and to lay claim to land</li> <li>José de Escandon             <ul style="list-style-type: none"> <li>Escandon is known as the father of the lower Rio Grande Valley. He founded over twenty towns or villas and a number of missions along the lower Rio Grande Valley.</li> </ul> </li> </ul>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

**GRADE 4**

<b>4.2D</b>	<p><b>Identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas.</b></p> <p>Identify</p> <p>TEXAS' ROLE IN THE MEXICAN WAR OF INDEPENDENCE AND THE WAR'S IMPACT ON THE DEVELOPMENT OF TEXAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Texas' role in the Mexican War of Independence                             <ul style="list-style-type: none"> <li>• Many Americans who had a relationship with Spanish Mexico were inspired by the speeches of Father Miguel Hidalgo y Costilla in 1810. He demanded equality for all people in Mexico. He led an uprising against the Spanish government. Those involved were Indians, mestizos, and priests living in missions all across Mexico. An American who fought in the Mexican Revolution was Dr. James Long.</li> </ul> </li> <li>• The war's impact on the development of Texas                             <ul style="list-style-type: none"> <li>• When Mexico gained independence, they wrote and approved of the Constitution of 1824. The creation of a federal democratic government was the reason many Americans decided to move to Texas as settlers. This would be the same type of government they lived under in the United States.</li> </ul> </li> </ul>
<b>4.2E</b>	<p><b>Identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.</b></p> <p>Identify, Explain</p> <p>ACCOMPLISHMENTS, ECONOMIC MOTIVATIONS AND IMPACT OF SIGNIFICANT EMPRESARIOS</p> <p>Including, but not limited to:</p> <p>Stephen F. Austin</p> <ul style="list-style-type: none"> <li>• Known as the "Father of Texas;" brought 300 families of Anglo settlers into Texas; fought for Texas independence</li> <li>• First American empresario to colonize Texas</li> <li>• Gained economically as he developed empresario grants</li> <li>• Martin de Leon                             <ul style="list-style-type: none"> <li>• Tejano empresario who started a colony in 1824 with 200 Mexican families</li> <li>• First Mexican empresario who colonized Texas</li> <li>• Developed the city of Victoria and created a trade center in South Texas</li> </ul> </li> </ul>
<b>4.3</b>	<p><b><i>History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:</i></b></p>
<b>4.3A</b>	<p><b>Analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of</b></p>

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**GRADE 4**

**Independence, the Runaway Scrape, and the Battle of San Jacinto.**

Analyze

**CAUSES, MAJOR EVENTS, AND EFFECTS OF TEXAS REVOLUTION**

Including, but not limited to:

- **Causes**
  - The Texas militia fired a cannon at the Mexican soldiers in Gonzales trying to take back a cannon. A battle began, and so did the Texas Revolution.
  - The delegates at the Washington-on-the Brazos declared independence from Mexico.
- **Effects**
  - Texans won the Revolution at the Battle of San Jacinto and became the Republic of Texas.
- **Major Events**
  - **Battle of the Alamo**
    - Texans did not want to give up the Alamo to Santa Anna.
    - Texans were pinned in the Alamo and a battle began.
    - The Alamo fell to the Mexicans the morning of March 6, 1836.
    - The result was the cry, "Remember the Alamo" and encouraged revolt.
  - **Texas Declaration of Independence**
    - Texans felt like the Mexican government did not respect the rights of the colonists.
    - Delegates at the Washington-on-the Brazos declared independence.
    - This declaration began the fight for independence.
  - **Runaway Scrape**
    - Many Texans were scared by Santa Anna after the Battle of Gonzales.
    - Families fled east to the United States and left their homes and belongings behind.
  - **Battle of San Jacinto**
    - This was Sam Houston's last chance to beat the Mexicans.
    - Texans surprised the Mexicans and won the battle.
    - The battle was the shortest in history (18 minutes) and Mexico surrendered.

**4.3B Summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress,**

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**GRADE 4**

**and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and Jose Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza.**

Summarize

**SIGNIFICANT CONTRIBUTIONS OF INDIVIDUALS**

Including, but not limited to:

- Texian – used in place of the word Texan throughout the period of the Texas Revolution and the Texas Republic; immigrants from the United States and countries other than Mexico who became residents in the Tejas and Coahuila areas of Mexico that later became Texas
  - William B. Travis
    - Military Leader at the Alamo
    - Wrote the famous Victory or Death letter to try to persuade people to come and help at the Alamo
    - Died at the Alamo
  - James Bowie
    - Military leader at the Alamo until he fell sick
    - Died at the Alamo
  - David Crockett
    - Fought and died at the Alamo
    - Famous U.S. Congressman and frontiersman
  - George Childress
    - Chair of the committee that wrote the Declaration of Independence
  - Sidney Sherman
    - Fought and led a regiment at the Battle of San Jacinto
    - Given credit for the battle cry “Remember the Alamo”
- Tejano – a native born Mexican from the state of Coahuila y Tejas; Spanish for "Texan;" a term used to identify a Texan of Mexican and/or Latin-American descent
  - Juan N. Seguin
    - Was a messenger at the Alamo; the Alamo fell before he returned
    - Fought at the Battle of San Jacinto
  - Placido Benavides

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 4

- Trained Texas soldiers after the Battle of Gonzales
- Captured Goliad
- Delivered messages to Morris and Fannin
- Loyal to Mexico, not Santa Anna
- Because of his loyalty to Mexico, was forced to flee after the Battle of San Jacinto to New Orleans
- Jose Francisco Ruiz
  - Supported Texas during the Revolution
  - Delegate at the Convention of 1836 and signed the Declaration of Independence
- Juan Antonio Padilla
  - He was part of George M. Collinsworth's company and participated in the capture of Victoria
  - Former Mexican government official
- Carlos Espalier
  - A protégé of James Bowie
  - Died at the Alamo
- Mexicans
  - Antonio López de Santa Anna
    - Military leader of the Mexican army and dictator of Mexico
    - Surrendered to Texas forces
  - Vicente Filisola
    - Second in command of the Mexican army
    - Since Santa Anna had been arrested, it was up to Filisola to withdraw Mexican forces from Texas
    - He evacuated San Antonio and agreed to the public Treaty of Velasco
- Non-Combatants
  - Susanna Dickinson
    - Santa Anna sent Susanna Dickinson to Gonzales to tell Sam Houston what had happen at the Alamo. Santa Anna spared all women and children.
    - Provided first-hand accounts of the events that occurred at the Alamo
  - Enrique Esparza
    - Son of Gregoria Esparza who witnessed the events at the Alamo

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

**GRADE 4**

	<ul style="list-style-type: none"> <li>• Provided first-hand accounts of the events that occurred at the Alamo</li> </ul>
4.3C	<p><b>Identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones.</b></p> <p>Identify</p> <p>LEADERS IMPORTANT TO THE FOUNDING OF TEXAS AS A REPUBLIC AND STATE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• José Antonio Navarro             <ul style="list-style-type: none"> <li>• Navarro supported Texas President Mirabeau B. Lamar</li> <li>• Led the Santa Fe Expedition to New Mexico</li> <li>• Supported statehood and was the only Hispanic at the Convention of 1845</li> <li>• Served two terms as a state legislator</li> </ul> </li> <li>• Sam Houston             <ul style="list-style-type: none"> <li>• First and third president of the Republic of Texas</li> <li>• Supported statehood</li> <li>• Tried to decrease debt</li> <li>• Reinstated the Texas Rangers</li> </ul> </li> <li>• Mirabeau Lamar             <ul style="list-style-type: none"> <li>• Second president of the Republic of Texas</li> <li>• Did not support statehood</li> <li>• Increased the debt of the Republic of Texas by conflicts with the Native Americans and Mexico</li> <li>• Known as the Father of Texas Education because he set land aside for public schools</li> </ul> </li> <li>• Anson Jones             <ul style="list-style-type: none"> <li>• Last president of the Republic of Texas</li> <li>• In charge of the handing over of Texas to the United States</li> </ul> </li> </ul>
4.3D	<p><b>Describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers.</b></p> <p>Describe</p>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

**GRADE 4**

**SUCSESSES, PROBLEMS, AND ORGANIZATIONS OF THE REPUBLIC OF TEXAS**

Including, but not limited to:

- Establishment of a constitution
  - Similar to the U.S. Constitution
  - Three branches of government
  - Representative government
- Economic struggles
  - Sam Houston did away with the army and other issues that increased the debt of Texas, but debt was always an issue for Texas until statehood
  - Houston issued money, but it increased inflation – Redbacks
  - Mirabeau Lamar doubled the debt because he authorized the acquisition of the Texas Navy and the cost of fighting the Native Americans and Mexico
- Relations with American Indians
  - Sam Houston signed treaties with the Cherokees
  - Mirabeau Lamar wanted to remove the Indians from Texas. He forced the Cherokees to Oklahoma and was in a constant war with the Comanche until after the Civil War
  - Council House Fight – Indians had been killing settlers and capturing their children. They agreed to peace talks, but settlers thought they were going to return captives. When Indians were prevented from leaving for not turning over the captives, fights broke out that resulted in both Indians and townspeople being killed.
- Texas Rangers
  - Texas Rangers were reinstated by Houston after he dismissed the army. Texas Rangers were only used when needed. They mainly fought against the Indians and during the Mexican War.

**4.3E Explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War.**

Explain

**EVENTS THAT LED TO THE ANNEXATION OF TEXAS TO THE UNITED STATES**

Including, but not limited to:

- Annexation of Texas to the U.S.
  - U.S. President James K. Polk supported Texas becoming a part of the U.S. because of the American idea of manifest destiny – belief that the U.S. should stretch from the Atlantic to the Pacific
  - There was concern about adding another slave state to the U.S.

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

**GRADE 4**

	<ul style="list-style-type: none"> <li>• Texas Congress voted to accept the offer of statehood</li> <li>• Texas became a state on December 29, 1845</li> <li>• This caused the Mexican War because Texas and the United States said that the boundary of Texas was the Rio Grande, and Mexico said it was the Nueces River</li> <li>• Treaty of Guadalupe Hidalgo declared the Rio Grande as the border between the U.S. and Mexico.</li> </ul>
<p><b>4.4</b></p>	<p><b><i>History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:</i></b></p>
<p><b>4.4A</b></p>	<p><b>Describe the impact of the Civil War and Reconstruction on Texas.</b></p> <p>Describe</p> <p>IMPACT OF THE CIVIL WAR AND RECONSTRUCTION ON TEXAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Impact of Civil War on Texas             <ul style="list-style-type: none"> <li>• Political impact                 <ul style="list-style-type: none"> <li>• Texas secedes from the Union and joins the Confederacy</li> </ul> </li> <li>• Economic impact                 <ul style="list-style-type: none"> <li>• Weakened Texas economy because of Texas association with the South</li> </ul> </li> <li>• Social impact                 <ul style="list-style-type: none"> <li>• 60,000-70,000 Texas men joined the Confederacy</li> </ul> </li> </ul> </li> </ul> <p>Reconstruction on Texas</p> <ul style="list-style-type: none"> <li>• Political impact             <ul style="list-style-type: none"> <li>• Constitution of 1876 was written, and it is the constitution used in Texas today</li> </ul> </li> <li>• Economic impact             <ul style="list-style-type: none"> <li>• Shortage of labor on plantations and farms resulting in sharecropping</li> </ul> </li> <li>• Social impact             <ul style="list-style-type: none"> <li>• Slaves freed</li> <li>• Black Codes – state imposed laws that restricted African Americans, such as curfews</li> <li>• Segregation</li> <li>• Texas rejoined Union (United States)</li> </ul> </li> </ul>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

**GRADE 4**

<p><b>4.4B</b></p>	<p><b>Explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson.</b></p> <p>Explain</p> <p>GROWTH, DEVELOPMENT, AND IMPACT OF THE CATTLE INDUSTRY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Growth of cattle industry             <ul style="list-style-type: none"> <li>• Texas had a large supply of cattle after Civil War and there was large demand for beef in the North. (economic)</li> </ul> </li> <li>• Development of cattle industry             <ul style="list-style-type: none"> <li>• Trail drives were developed to transport cattle to the railroads. (geographic)</li> <li>• Charles Goodnight – founder of the Goodnight-Loving Trail along with Oliver Loving. It ran west into New Mexico and passed through Colorado.</li> </ul> </li> <li>• Impact of cattle industry             <ul style="list-style-type: none"> <li>• A cowboy culture. Examples of famous cowboys included Daniel Webster, “80 John” Wallace, Bose Ikard, Oliver Loving, Charles Goodnight, and Maria del Carmen Cavillo. (social)</li> <li>• Elizabeth “Lizzie” Johnson Williams – the first woman in Texas to ride the Chisholm Trail with a herd of cattle that she had acquired under her own brand. (social)</li> <li>• Richard King – ranches were created across Texas. The King Ranch was the largest ranch in the world and was founded by Captain Richard King and his partner Mifflin Kenedy. (geographic and economic)</li> <li>• Diversified economy – farming and ranching (economic)</li> <li>• Growth of railroad (economic/political)</li> </ul> </li> </ul>
<p><b>4.4C</b></p>	<p><b>Identify the impact of railroads on life in Texas, including changes to cities and major industries.</b></p> <p>Identify</p> <p>IMPACT OF RAILROADS ON LIFE IN TEXAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Cities – increased population; more cities were built along railroad lines</li> <li>• Industries – able to ship goods and agricultural products across U.S.</li> </ul>
<p><b>4.4D</b></p>	<p><b>Examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo.</b></p>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 4

	<p>Examine</p> <p>EFFECTS ON AMERICAN INDIAN LIFE RESULTING FROM CHANGES IN TEXAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Political changes             <ul style="list-style-type: none"> <li>• Red River Wars                 <ul style="list-style-type: none"> <li>• American Indians left reservations and raided settlements along the Red River.</li> <li>• The U.S. army forced the American Indians back to the reservations and the government held control of all of North Texas.</li> </ul> </li> </ul> </li> <li>• Building of U.S. forts             <ul style="list-style-type: none"> <li>• Forts were built to house and train soldiers to protect settlers moving west.</li> <li>• This development promoted war between the two groups; included the building of telegraphs lines and settlements.</li> </ul> </li> <li>• Economic changes             <ul style="list-style-type: none"> <li>• Building of railroads                 <ul style="list-style-type: none"> <li>• With the removal of the buffalo and the American Indians from West Texas, the railroad was allowed to expand west.</li> </ul> </li> <li>• Buffalo hunters                 <ul style="list-style-type: none"> <li>• Reduced the number of buffalos for their hides, making it difficult for American Indians to continue their way of life</li> </ul> </li> </ul> </li> <li>• Social changes             <ul style="list-style-type: none"> <li>• Loss of buffalo                 <ul style="list-style-type: none"> <li>• Without buffalo herds, the Plains tribes were forced to move reservations and change their way of life.</li> </ul> </li> </ul> </li> </ul>
4.5	<p><b><i>History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:</i></b></p>
4.5A	<p><b>Identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II.</b></p> <p>Identify</p> <p>IMPACT OF VARIOUS ISSUES AND EVENTS ON LIFE IN TEXAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Impact of urbanization             <ul style="list-style-type: none"> <li>• The population of Texas grew in urban areas</li> <li>• Increased number of major cities</li> </ul> </li> </ul>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 4

	<ul style="list-style-type: none"> <li>• New types of jobs and way of life in Texas</li> <li>• Impact of increased use of oil and gas             <ul style="list-style-type: none"> <li>• New products</li> <li>• A major industry in Texas</li> </ul> </li> <li>• Impact of the Great Depression             <ul style="list-style-type: none"> <li>• Relief programs – CCC, PWA, WPA</li> <li>• Loss of jobs and farms</li> <li>• Prices for food and other products fell</li> </ul> </li> <li>• Impact of the Dust Bowl             <ul style="list-style-type: none"> <li>• Improved soil conservation</li> <li>• Migration of people from Texas</li> </ul> </li> <li>• Impact of World War II             <ul style="list-style-type: none"> <li>• Texans went to war and involved in the government</li> <li>• Raised money for bonds</li> <li>• Rationing</li> <li>• Improved economy in Texas</li> </ul> </li> </ul>
4.5B	<p><b>Explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins.</b></p> <p>Explain</p> <p>DEVELOPMENT AND IMPACT OF THE OIL AND GAS INDUSTRY ON INDUSTRIALIZATION AND URBANIZATION IN TEXAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Development and impact of the oil and gas industry upon industrialization and urbanization             <ul style="list-style-type: none"> <li>• Oil and gas created new products and helped other industries grow</li> <li>• Factories began using oil instead of coal to run their machines</li> <li>• Demand for workers in these new industries increased the population of urban areas</li> </ul> </li> <li>• Spindletop             <ul style="list-style-type: none"> <li>• Produced more oil than any other oil field in the United States</li> <li>• Boomtowns – oil towns that grew due to the need of oil workers, goods, and services</li> </ul> </li> </ul>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

**GRADE 4**

	<ul style="list-style-type: none"> <li>• Beginning of significant exploration and production in Texas</li> <li>• Patillo Higgins</li> <li>• Believed that there was oil at Spindletop and his determination helped lead to its discovery</li> </ul>
<p><b>4.5C</b></p>	<p><b>Identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzales, and other local notable individuals.</b></p> <p>Identify</p> <p>ACCOMPLISHMENTS OF NOTABLE INDIVIDUALS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• John Tower – first Republican U.S. Senator from Texas since Reconstruction</li> <li>• Scott Joplin – known as the “King of Ragtime,” it would take over fifty years for his ragtime music to become famous. (The song “The Entertainer” was the theme song for Oscar-winning movie <i>The Sting</i>.)</li> <li>• Audie Murphy – most decorated soldier during World War II</li> <li>• Cleto Rodríguez – a Mexican-American Texan who grew up in San Antonio and was awarded the Congressional Medal of Honor during World War II</li> <li>• Stanley Marcus – made his family’s clothing store Neiman-Marcus one of the most luxurious and famous department stores in the world; home office is in Dallas</li> <li>• Bessie Coleman – raised in Texas, Bessie Coleman was the first female pilot of African American descent and the first person of African American descent to hold an international pilot license.</li> <li>• Raul A. Gonzales – the first Latino Texan to reach statewide office and the first to serve as a Justice of the Texas Supreme Court</li> <li>• Other notable local individuals</li> </ul>
<p><b>4.6</b></p>	<p><b><i>Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</i></b></p>
<p><b>4.6A</b></p>	<p><b>Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.</b></p> <p>Apply</p> <p>GEOGRAPHIC TOOLS TO CONSTRUCT AND INTERPRET MAPS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Grid systems – a network of horizontal and vertical lines used to locate points on a map or a chart by means of coordinates</li> <li>• Legends – an explanatory list of the symbols appearing on a chart or map is a legend. Sometimes, this is called a key because it is key to understanding what a map is saying.</li> </ul>

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**SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT**

**GRADE 4**

	<ul style="list-style-type: none"> <li>• Symbols – a symbol is something which stands for or suggests something else. It can be a visible sign of something which is intangible.</li> <li>• Scales – a scale indicates the relationship between the distances on a map, chart, or plan and the corresponding actual distances. Examples include “1 inch equals 1 mile.”</li> <li>• Compass rose – A compass rose is a circle or similar design which includes graduated degrees or quarter points</li> <li>• Other elements of maps             <ul style="list-style-type: none"> <li>• Title</li> <li>• Date of map</li> <li>• Author of map</li> </ul> </li> <li>• Suggested maps students could construct             <ul style="list-style-type: none"> <li>• Regions of Texas</li> <li>• American Indians in Texas</li> <li>• First missions in Texas</li> <li>• Battles of Texas Revolution</li> <li>• Major cities in Texas (at different points in time)</li> </ul> </li> </ul>
<b>4.6B</b>	<p><b>Translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.</b></p> <p>Translate</p> <p><b>GEOGRAPHIC DATA, POPULATION DISTRIBUTION, AND NATURAL RESOURCES INTO A VARIETY OF FORMATS</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Geographic Data (e.g. landforms, climate, distance)             <ul style="list-style-type: none"> <li>• Map – Texas regions</li> <li>• Graph – oil production in Texas</li> </ul> </li> <li>• Population Distribution (e.g. population centers, population growth)             <ul style="list-style-type: none"> <li>• Map – American Indians in Texas</li> <li>• Map – major cities in Texas (at different points in time)</li> <li>• Population of Texas (over decades)</li> </ul> </li> <li>• Natural Resources (e.g. water, lumber, oil and gas)             <ul style="list-style-type: none"> <li>• Map of economic activities in Texas</li> <li>• Graph – production of crops in Texas</li> </ul> </li> </ul>

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**SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT**

**GRADE 4**

<b>4.7</b>	<b><i>Geography. The student understands the concept of regions. The student is expected to:</i></b>
<b>4.7A</b>	<p><b>Describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity.</b></p> <p>Describe</p> <p>VARIETY OF REGIONS IN TEXAS AND THE UNITED STATES THAT RESULT FROM PATTERNS OF HUMAN ACTIVITY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Region – an area that is used to identify and organize areas of the Earth’s surface for various purposes</li> <li>• Political – areas defined by government (e.g., cities, urban area, counties, political parties)</li> <li>• Population – the number of people in an area</li> <li>• Economic – the types of industries, how people make a living</li> </ul>
<b>4.7B</b>	<p><b>Identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation.</b></p> <p>Identify, Locate, Compare</p> <p>GEOGRAPHIC REGIONS OF TEXAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Mountains and Basins <ul style="list-style-type: none"> <li>• Landforms – mountains, canyons, and dry plateaus (e.g., Guadalupe Mountains, Davis Mountains, Chisos Mountains (part of Rocky Mountains), Rio Grande River, Pecos River)</li> <li>• Climate – hot summers, cold winters, arid</li> <li>• Vegetation – cactus, shrubs, pine trees in mountainous areas</li> </ul> </li> <li>• Great Plains <ul style="list-style-type: none"> <li>• Landforms – plains, plateaus, escarpments, canyons (e.g., Palo Duro Canyon, Cap Rock Escarpment, Edward’s Plateau)</li> <li>• Climate – hot summers, cold winters, semi-arid</li> <li>• Vegetation – grassland, cotton, wheat, short grasses, shrubs</li> </ul> </li> <li>• North Central Plains <ul style="list-style-type: none"> <li>• Landforms – rolling prairies, forests, rivers</li> <li>• Climate – hot summers, cool winters</li> </ul> </li> </ul>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

**GRADE 4**

	<ul style="list-style-type: none"> <li>• Vegetation – grasses, brush, small trees</li> <li>• Coastal Plains             <ul style="list-style-type: none"> <li>• Landforms – plains, rivers, hills, desert, islands along the coast, bayous, escarpments (e.g., Colorado River, Brazos River, Balcones Escarpment)</li> </ul> </li> <li>• Climate – mild winters and summers, humid</li> <li>• Vegetation – grasses and shrubs, oak or pine forest</li> </ul>
<p><b>4.7C</b></p>	<p><b>Compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world.</b></p> <p>Compare</p> <p>GEOGRAPHIC REGIONS OF TEXAS WITH REGIONS OF THE UNITED STATES AND OTHER PARTS OF THE WORLD</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Mountain and Basins – characteristics similar to the U.S. Rocky Mountain area</li> <li>• Great Plains – characteristics similar to the U.S. Midwest</li> <li>• North Central Plains – characteristics similar to the Great Plains and the U.S. Midwest</li> <li>• Coastal Plains – characteristics similar to the U.S. Gulf Coast area</li> <li>• Other parts of the world – similar climate to other middle latitude regions</li> </ul>
<p><b>4.8</b></p>	<p><b><i>Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</i></b></p>
<p><b>4.8A</b></p>	<p><b>Identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II.</b></p> <p>Identify, Explain</p> <p>CLUSTERS AND PATTERNS OF SETTLEMENT IN TEXAS AT DIFFERENT PERIODS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Prior to the Texas Revolution             <ul style="list-style-type: none"> <li>• Southeast and South Texas</li> <li>• Along rivers, the Gulf Coast, and other waterways</li> </ul> </li> <li>• After the building of the railroads             <ul style="list-style-type: none"> <li>• Established urban areas grew</li> </ul> </li> </ul>

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**SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT**

**GRADE 4**

	<ul style="list-style-type: none"> <li>• Railroad junctions</li> <li>• West Texas</li> <li>• Following World War II             <ul style="list-style-type: none"> <li>• Urban areas grew in population</li> <li>• Gulf Coast region</li> </ul> </li> </ul>
<p><b>4.8B</b></p>	<p><b>Describe and explain the location and distribution of various towns and cities in Texas, past and present.</b></p> <p>Describe, Explain</p> <p>LOCATION AND DISTRIBUTION OF VARIOUS TOWNS AND CITIES IN TEXAS, PAST AND PRESENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Prior to 1845             <ul style="list-style-type: none"> <li>• American Indian settlements were generally spread thinly throughout Texas; American Indians settled in areas that provided food and relative safety.</li> <li>• Towns that early immigrants from the U.S. and Mexico settled were along waterways and in colonies established by empresarios (e.g., San Antonio, San Felipe, Nacogdoches, Victoria).</li> </ul> </li> <li>• 1845 – 1965             <ul style="list-style-type: none"> <li>• Ex: Galveston, San Antonio, Houston, Brownsville, Nacogdoches. San Antonio and Nacogdoches were already established and continued to grow due to the agricultural industry. Galveston, Houston, Brownsville were port cities.</li> </ul> </li> <li>• 1865 – 1900             <ul style="list-style-type: none"> <li>• Ex: Galveston, Houston, Brownsville, Ft. Worth, Dallas, Amarillo, El Paso. Ft. Worth was a military fort that soldiers were stationed at before going West to fight Indians. Galveston and Houston were important port cities. Most cities grew due to the growth of railroads; they were all railroad junctions.</li> </ul> </li> <li>• 1900 – 1945             <ul style="list-style-type: none"> <li>• Ex: Houston, San Antonio, Dallas, Ft. Worth, Amarillo, El Paso, Corpus Christi. Industries drew people to urban areas that increased population due to World War II. The large military installations increased populations. Galveston decreased in population because industries moved to Houston due to the destruction from hurricanes.</li> </ul> </li> <li>• 1945 – Present             <ul style="list-style-type: none"> <li>• Ex: Houston, San Antonio, Dallas, Ft. Worth, Austin, El Paso, Brownsville. Specific industries and those that support them draw people to these cities, including regional hubs that support industries. Houston processes oil and gas, is a port city, and a center for education and medicine. San Antonio has military installations and manufacturing. Austin is the capital and a center for education and technology. Dallas is a center for banking, oil and gas, and aerospace.</li> </ul> </li> </ul>
<p><b>4.8C</b></p>	<p><b>Explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in</b></p>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 4

	<p><b>Texas, past and present.</b></p> <p>Explain</p> <p>GEOGRAPHIC FACTORS THAT INFLUENCED PATTERNS OF SETTLEMENT AND THE DISTRIBUTION OF POPULATION IN TEXAS, PAST AND PRESENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Past             <ul style="list-style-type: none"> <li>• Landforms                 <ul style="list-style-type: none"> <li>• Waterways – water was the most important resource that influenced settlement.</li> <li>• Plains and prairies – provide good soil to grow crops and ranch</li> <li>• Mountains, desert, and hills – barriers to settlement, difficult to travel over</li> </ul> </li> <li>• Climate                 <ul style="list-style-type: none"> <li>• A mild climate in the Gulf Coast region resulted in a long growing season.</li> </ul> </li> </ul> </li> <li>• Present             <ul style="list-style-type: none"> <li>• Landforms (People settle where they can make a living.)                 <ul style="list-style-type: none"> <li>• Plains and prairies terrain allows relative ease of development for commercial and housing developments and transportation</li> <li>• Natural resources (e.g. oil, gas, grass, lumber/forest, fishing)</li> </ul> </li> <li>• Climate                 <ul style="list-style-type: none"> <li>• A mild climate in the Gulf Coast region attracts a population that can work and play year-round, as well as industries that produce products year-round</li> </ul> </li> </ul> </li> </ul>
4.9	<p><b><i>Geography. The student understands how people adapt to and modify their environment. The student is expected to:</i></b></p>
4.9A	<p><b>Describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams.</b></p> <p>Describe</p> <p>WAYS PEOPLE HAVE ADAPTED TO AND MODIFIED THEIR ENVIRONMENT IN TEXAS, PAST AND PRESENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Timber clearing</li> <li>• Lumber was used to construct homes and businesses. (past)</li> </ul>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

**GRADE 4**

	<ul style="list-style-type: none"> <li>• Agricultural production             <ul style="list-style-type: none"> <li>• Irrigation was used to water crops in dry areas. (past and present)</li> <li>• Windmills allowed crops and livestock to be watered in fenced-in areas. (past)</li> </ul> </li> <li>• Wetlands drainage             <ul style="list-style-type: none"> <li>• Galveston Bay was dredged and sand used to elevate the city of Galveston.</li> <li>• Wetlands around Houston have been drained to create stable land.</li> <li>• Bayous and wetlands have been drained and redesigned to create the Port of Houston.</li> </ul> </li> <li>• Energy production             <ul style="list-style-type: none"> <li>• Wind farms, solar energy, electricity from rivers and lakes, and drilling of oil (present)</li> </ul> </li> <li>• Construction of dams             <ul style="list-style-type: none"> <li>• Dams were created to prevent severe flooding and electricity.</li> </ul> </li> </ul>
<p><b>4.9B</b></p>	<p><b>Identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities.</b></p> <p>Identify</p> <p>REASONS PEOPLE HAVE ADAPTED TO AND MODIFIED THEIR ENVIRONMENT IN TEXAS, PAST AND PRESENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Use of natural resources to meet basic needs             <ul style="list-style-type: none"> <li>• Lumber and stone was used to create buildings and communities. (past)</li> <li>• Adobe bricks used in West Texas (past)</li> <li>• Buckskin clothing was made from animal skins. (past)</li> </ul> </li> <li>• Facilitate transportation             <ul style="list-style-type: none"> <li>• Railroads were used to transport people to West Texas. (past)</li> <li>• Railroads were used to transport people and goods throughout and outside of Texas. (past)</li> </ul> </li> <li>• Enhance recreational activities             <ul style="list-style-type: none"> <li>• Economic reasons</li> <li>• Competition and fun</li> </ul> </li> </ul>
<p><b>4.9C</b></p>	<p><b>Compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality.</b></p>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 4

	<p>Compare</p> <p>POSITIVE AND NEGATIVE CONSEQUENCES OF HUMAN MODIFICATION OF THE ENVIRONMENT, PAST AND PRESENT, BOTH GOVERNMENTAL AND PRIVATE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Past             <ul style="list-style-type: none"> <li>• Removal of Texas Indians for western settlement (governmental)                 <ul style="list-style-type: none"> <li>• Impact on habitats and wildlife – buffalo hunters were paid to kill buffalo. Since buffalos were the most important resource to Texas Indians, the removal of the buffalo resulted in the ability to force Texas Indians onto reservations</li> <li>• Economic development – allowed the frontier to develop economically</li> </ul> </li> <li>• Government gave land grants to railroad companies (governmental)                 <ul style="list-style-type: none"> <li>• Economic development – increased population, settlements, and infrastructure in West Texas</li> <li>• Impact on habitats and wildlife – resulted in closing the open frontier to cattle trails and buffalo hunting</li> </ul> </li> <li>• Spindletop and other oil fields (on-shore and off-shore) (private)                 <ul style="list-style-type: none"> <li>• Impact on habitats and wildlife – oil spills</li> <li>• Impact on air and water quality – oil refineries, oil products, and use of oil by cars causes pollution</li> <li>• Economic development – a major industry in Texas resulting in other sub-industries</li> </ul> </li> </ul> </li> <li>• Present             <ul style="list-style-type: none"> <li>• Wind farms (private)                 <ul style="list-style-type: none"> <li>• Impact on habitats and wildlife – the noise has scared birds away from bird sanctuaries.</li> <li>• Economic Development – new and cheaper energy</li> </ul> </li> <li>• Housing sub-divisions (private)                 <ul style="list-style-type: none"> <li>• Impact on habitats and wildlife – displacement of animals</li> <li>• Economic development – provided housing that resulted in property taxes that support education in the community</li> </ul> </li> <li>• Highways (governmental)                 <ul style="list-style-type: none"> <li>• Impact on air and water quality – resulted in the use of more cars and pollution</li> </ul> </li> <li>• Economic development – increased trade between markets</li> </ul> </li> </ul>
4.10	<b><i>Economics. The student understands the basic economic activities of early societies in Texas and North America. The student is expected to:</i></b>
4.10A	<b>Explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such</b>

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**GRADE 4**

	<p><b>as farming, trading, and hunting.</b></p> <p>Explain</p> <p>ECONOMIC ACTIVITIES USED BY VARIOUS EARLY AMERICAN INDIAN GROUPS IN TEXAS AND NORTH AMERICA TO MEET THEIR NEEDS AND WANTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Farming             <ul style="list-style-type: none"> <li>• Caddos (Gulf Coast) and Jumanos (Mountains and Basins) grew crops (specifically corn) to provide for their tribe. Excess was traded with neighboring tribes.</li> </ul> </li> <li>• Trading             <ul style="list-style-type: none"> <li>• Bartering – Native Americans traded goods that they had for goods that other tribes made. Each group of Native Americans made goods conducive to their environment.</li> <li>• When nomadic Texas Indians had excess hides or products made from animals, they would barter or trade with neighboring tribes.</li> <li>• Sedentary tribes like Caddos made jewelry, pottery, and tools to trade with neighboring tribes.</li> </ul> </li> <li>• Hunting             <ul style="list-style-type: none"> <li>• All Indians hunted and gathered their food to meet the needs of their tribes. If there was excess, they would barter or trade with neighboring tribes.</li> <li>• Nomadic Indians such as the Indians of the Great Plains and North Central Plains hunted buffalo, deer, and other animals to meet their basic needs of home, clothing, and tools.</li> <li>• Karankawa, Caddo, and Jumano Indians, who were more sedentary, hunted small animals and fished. Their environment lent itself to this type of hunting and gathering.</li> </ul> </li> </ul>
<p><b>4.10B</b></p>	<p><b>Explain the economic activities early immigrants to Texas used to meet their needs and wants.</b></p> <p>Explain</p> <p>ECONOMIC ACTIVITIES USED BY EARLY IMMIGRANTS TO TEXAS TO MEET THEIR NEEDS AND WANTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Old Three Hundred and other early colonists             <ul style="list-style-type: none"> <li>• Farming (agriculture), ranching, and small businesses</li> <li>• Colonists farmed corn and cotton</li> </ul> </li> <li>• European immigrants             <ul style="list-style-type: none"> <li>• Agriculture and small businesses – the same economic activities as in the home countries</li> </ul> </li> </ul>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 4	
<b>4.11</b>	<b><i>Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:</i></b>
<b>4.11A</b>	<p><b>Describe the development of the free enterprise system in Texas.</b></p> <p>Describe</p> <p>DEVELOPMENT OF THE FREE ENTERPRISE SYSTEM IN TEXAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• As long as Texas has been part of a democratic country with a market economy, the government has always allowed Texans to create businesses they choose and grow.</li> </ul>
<b>4.11B</b>	<p><b>Describe how the free enterprise system works, including supply and demand.</b></p> <p>Describe</p> <p>HOW THE FREE ENTERPRISE SYSTEM WORKS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• A free enterprise economy or system is the same as a market economy. In a market economy, individuals depend on supply, demand, and prices to determine the answers to the four economic questions of “what to produce,” “how to produce,” “how much to produce,” and “for whom to produce.” The system has four characteristics: economic freedom, voluntary exchange, private property, and the profit motive.</li> </ul>
<b>4.11C</b>	<p><b>Give examples of the benefits of the free enterprise system such as choice and opportunity.</b></p> <p>Provide</p> <p>EXAMPLES OF THE BENEFITS OF THE FREE ENTERPRISE SYSTEM</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Examples of Benefits             <ul style="list-style-type: none"> <li>• Business                 <ul style="list-style-type: none"> <li>• Choice – to own a business, then choice regarding what to produce, how to produce, how much to produce, and for whom to produce</li> <li>• Profit from well-managed business</li> <li>• Sense of control over ones’s destiny</li> <li>• Supply and demand – high demand increases prices</li> </ul> </li> <li>• Consumers                 <ul style="list-style-type: none"> <li>• Competition lowers price</li> </ul> </li> </ul> </li> </ul>

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**SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT**

**GRADE 4**

- Opportunity to choose different types of the same product

**4.12** *Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:*

**4.12A** Explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services.

Explain

HOW PEOPLE IN DIFFERENT REGIONS OF TEXAS EARN THEIR LIVING, PAST AND PRESENT, THROUGH A SUBSISTENCE ECONOMY AND PROVIDING GOODS AND SERVICES

Including, but not limited to:

- Subsistence Economy – an economy that is maintained or supported at a minimum level
  - Coastal Plains
    - Past – agriculture (farming and ranching) and small businesses
    - Present – commercial agriculture, oil and gas, banking, aerospace industries, technology, education, military, and service industries
  - North Central Plains
    - Past – agriculture (farming and ranching), small businesses, and military forts
    - Present – commercial agriculture (farming and ranching), wind farms, and small industries
  - Great Plains
    - Past – ranching, and agriculture (wheat and cotton farming)
    - Present – commercial agriculture (cotton farming), oil and gas, ranching, wind farms
  - Mountains and Basins Plains
    - Past – ranching (cattle, goat, and sheep)
    - Present – ranching (cattle, goat, and sheep), oil and gas, national park systems

**4.12B** Explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas.

Explain

HOW GEOGRAPHIC FACTORS HAVE INFLUENCED THE LOCATION OF ECONOMIC ACTIVITIES IN TEXAS

Including, but not limited to:

- Climate

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**SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT**

**GRADE 4**

	<ul style="list-style-type: none"> <li>• Example:             <ul style="list-style-type: none"> <li>• Coastal Region: The mild climate in the coastal region has led to major industries that can produce comfortably all year round, leading to increases in population – easier and more comfortable to live in</li> </ul> </li> <li>• Transportation (e.g. highway system, ports, airports, railroads)             <ul style="list-style-type: none"> <li>• Example:                 <ul style="list-style-type: none"> <li>• Railroad: The building of the railroad across Texas after Reconstruction increased the number of settlements in West Texas and the population of large urban areas. It also Closed the open frontier, changing the economy from cattle ranching to goat and sheep ranching and farming</li> </ul> </li> </ul> </li> <li>• Natural resources (e.g. gas, oil, water, grasses, forests, fish, coal, wind energy, fertile soil)             <ul style="list-style-type: none"> <li>• Examples:                 <ul style="list-style-type: none"> <li>• Water: Urban areas grew where there was an ample amount of natural resources to build settlements, especially water.</li> <li>• Oil and gas: Areas where oil and gas were found boomed, doubling and tripling in size. (Beaumont, Midland/Odessa, East Texas)</li> </ul> </li> </ul> </li> </ul>
<p><b>4.12C</b></p>	<p><b>Analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.</b></p> <p>Analyze</p> <p>EFFECTS OF EXPLORATION, IMMIGRATION, MIGRATION AND LIMITED RESOURCES ON THE ECONOMIC DEVELOPMENT AND GROWTH OF TEXAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Demand for more products</li> <li>• A need to move around the state</li> <li>• Growth of towns and cities to buy and trade/purchase goods and services</li> <li>• Development of new products and services</li> </ul>
<p><b>4.12D</b></p>	<p><b>Describe the impact of mass production, specialization, and division of labor on the economic growth of Texas.</b></p> <p>Describe</p> <p>IMPACT OF MASS PRODUCTION, SPECIALIZATION, AND DIVISION OF LABOR ON ECONOMIC GROWTH OF TEXAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Mass production – more products for Texans to buy at a lower cost</li> <li>• Specialization – more specialized products (e.g., medical industry including prosthetic limbs; computer products)</li> <li>• Division of labor – an ample supply of different types of jobs and opportunities to promote efficiency</li> </ul>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

**GRADE 4**

<p><b>4.12E</b></p>	<p><b>Explain how developments in transportation and communication have influenced economic activities in Texas.</b></p> <p>Explain</p> <p>HOW DEVELOPMENTS IN TRANSPORTATION AND COMMUNICATION INFLUENCE ECONOMIC ACTIVITIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Products and information get to places and people faster and quicker</li> <li>• Developments in transportation – railroads, shipping channels, highway systems, and commercial aviation</li> <li>• Developments in communication – telegraph, telephone, and Internet</li> </ul>
<p><b>4.12F</b></p>	<p><b>Explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.</b></p> <p>Explain</p> <p>IMPACT OF AMERICAN IDEAS ON PROGRESS AND EQUALITY OF OPPORTUNITY ON ECONOMIC DEVELOPMENT AND GROWTH OF TEXAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• American ideas about progress and equality of opportunity impact the economic development and growth of Texas.</li> <li>• Promote innovation – NASA, MD Anderson Medical Center, large banking centers, oil and gas</li> <li>• Provide different levels of labor</li> </ul>
<p><b>4.13</b></p>	<p><b><i>Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:</i></b></p>
<p><b>4.13A</b></p>	<p><b>Identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world.</b></p> <p>Identify</p> <p>WAYS TECHNOLOGICAL CHANGES RESULTED IN INCREASED INTERDEPENDENCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Transportation – railroad, automobiles, and airplanes</li> <li>• Communication – telegraph, telephones, and computers/Internet</li> <li>• Connect Texas to the U.S.; foreign countries to move Texas products, information, and people faster and quicker</li> </ul>
<p><b>4.13B</b></p>	<p><b>Identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world.</b></p>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 4

	<p>Identify</p> <p>PRODUCTS OF TEXAS THAT ARE PURCHASED TO MEET NEEDS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Oil and gas products             <ul style="list-style-type: none"> <li>• Crude oil to develop products that are oil-based (e.g., gasoline, plastics)</li> </ul> </li> <li>• Agricultural products             <ul style="list-style-type: none"> <li>• Ex: corn, wheat, cotton, fruit, cattle, goat, sheep</li> </ul> </li> <li>• Technological products             <ul style="list-style-type: none"> <li>• Ex: computers, computer software, aerospace, medical products</li> </ul> </li> </ul>
<p>4.13C</p>	<p><b>Explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.</b></p> <p>Explain</p> <p>HOW TEXANS MEET NEEDS THROUGH PURCHASE OF PRODUCTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Tractors for agriculture</li> <li>• Foods that can't be grown in Texas like pineapples, apples</li> <li>• Specialty items like Mrs. Field's Cookies</li> <li>• Clothing, household decorations</li> </ul>
<p>4.14</p>	<p><b><i>Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:</i></b></p>
<p>4.14A</p>	<p><b>Compare how various American Indian groups such as the Caddo and the Comanche governed themselves.</b></p> <p>Compare</p> <p>HOW AMERICAN INDIAN GROUPS GOVERNED THEMSELVES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Caddo             <ul style="list-style-type: none"> <li>• Each village had a chief or main leader. The chief led the village with a small group of older tribe members.</li> <li>• The chief and the group served as the government for the village. They kept order and protected the people from attacks by other villages.</li> </ul> </li> </ul>

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**SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT**

**GRADE 4**

	<ul style="list-style-type: none"> <li>• Caddo villages belonged to a confederation. A confederation is a group made up of smaller groups that join together to help one another.</li> <li>• Comanche             <ul style="list-style-type: none"> <li>• Tribes/groups had a chief to lead warriors and other chiefs to make decisions and solve problems in times of peace.</li> <li>• A council or group of leaders helped make decisions.</li> </ul> </li> </ul>
<b>4.14B</b>	<p><b>Identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas.</b></p> <p>Identify, Compare</p> <p>CHARACTERISTICS OF GOVERNMENTS AND THEIR INFLUENCE ON INHABITANTS OF TEXAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Spanish Colonial             <ul style="list-style-type: none"> <li>• Led by a King and Queen (monarchy) and their appointed viceroys in New Spain who made decisions about how the Spanish citizens would be governed</li> <li>• It caused Texans to help fight for Mexican independence because they did not have a say in their government</li> </ul> </li> <li>• Mexican             <ul style="list-style-type: none"> <li>• Mexican Constitution of 1824: granted three branches of government, representative government, Roman Catholic faith as accepted religion of the colony</li> <li>• The democratic government resulted in Anglo colonization and allowed Texans to have a voice, but when that voice was taken away by a dictatorship, Texans declared independence</li> </ul> </li> </ul>
<b>4.15</b>	<p><b><i>Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:</i></b></p>
<b>4.15A</b>	<p><b>Identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty.</b></p> <p>Identify, Explain</p> <p>PURPOSES, IMPORTANCE OF DOCUMENTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Texas Declaration of Independence – declared independence from Mexico; patterned after the United States document</li> <li>• Texas State Constitution – established form of government and laws for the State of Texas; patterned after the United States document</li> <li>• Meusebach-Comanche Treaty – an agreement between German settlers and Texas Indians near Fredericksburg to share each other’s land, report on any wrong doing, and survey the area. This agreement opened 3 million acres of land to settlement.</li> <li>• Other documents</li> </ul>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

**GRADE 4**

4.15B	<p><b>Identify and explain the basic functions of the three branches of government according to the Texas Constitution.</b></p> <p>Identify, Explain</p> <p>BASIC FUNCTIONS OF THE THREE BRANCHES OF GOVERNMENT ACCORDING TO THE TEXAS CONSTITUTION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Executive – executes laws; led by governor</li> <li>• Legislative – make (legislate) laws; led by House of Representatives and Senate</li> <li>• Judicial – interprets laws led by Supreme Court</li> </ul>
4.15C	<p><b>Identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).</b></p> <p>Identify</p> <p>INTENT, MEANING, AND IMPORTANCE OF DOCUMENTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Declaration of Independence             <ul style="list-style-type: none"> <li>• Intent/meaning – to explain the grievances (complaints) Americans had about the actions of King George III and Great Britain</li> <li>• This document declared independence from Great Britain and began the American Revolution</li> </ul> </li> <li>• U.S. Constitution             <ul style="list-style-type: none"> <li>• Intent/meaning – to create a constitutional republic form of government based on the principles of government</li> <li>• Importance – formed the government of the United States</li> </ul> </li> <li>• Bill of Rights             <ul style="list-style-type: none"> <li>• Intent/meaning – to list the individual rights of Americans</li> <li>• Importance – a document that specifically explains how the individual rights of Americans are protected; conceived to protect citizens from too much government power</li> </ul> </li> </ul>
4.16	<p><b><i>Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:</i></b></p>
4.16A	<p><b>Explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, the Alamo, and various missions.</b></p> <p>Explain</p>

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**SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT**

**GRADE 4**

	<p><b>THE MEANING OF PATRIOTIC SYMBOLS AND LANDMARKS OF TEXAS</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Six flags over Texas – These are the countries that ruled Texas (Spain, France, Mexico, Republic of Texas, the Confederate States of America, and the United States)</li> <li>• San Jacinto Monument – erected in 1936 at San Jacinto (outside of Houston) to acknowledge those who fought for independence there</li> <li>• The Alamo – a symbol of the courage of Texans during the Texas Revolution. The battle that was the turning point in the Texas Revolution. After this battle, there was no turning back.</li> <li>• Other various missions – San José Mission: known as the “queen of the missions;” first successful mission and led to more settlements in Texas</li> </ul>
<b>4.16B</b>	<p><b>Sing or recite "Texas, Our Texas."</b></p> <p>Sing, Recite</p> <p>“TEXAS, OUR TEXAS”</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• “Texas, Our Texas” <ul style="list-style-type: none"> <li>Texas, Our Texas! all hail the mighty State!</li> <li>Texas, Our Texas! so wonderful so great!</li> <li>Boldest and grandest, withstanding ev'ry test</li> <li>O Empire wide and glorious, you stand supremely blest.</li> </ul> <p><i>(chorus)</i></p> <ul style="list-style-type: none"> <li>Texas, O Texas! your freeborn single star,</li> <li>Sends out its radiance to nations near and far,</li> <li>Emblem of Freedom! it set our hearts aglow,</li> <li>With thoughts of San Jacinto and glorious Alamo.</li> </ul> <p><i>(chorus)</i></p> <ul style="list-style-type: none"> <li>Texas, dear Texas! from tyrant grip now free,</li> <li>Shines forth in splendor, your star of destiny!</li> <li>Mother of heroes, we come your children true,</li> <li>Proclaiming our allegiance, our faith, our love for you.</li> </ul> <p><i>(chorus)</i></p> <ul style="list-style-type: none"> <li>God bless you Texas! And keep you brave and strong,</li> </ul> </li> </ul>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

**GRADE 4**

	<p>That you may grow in power and worth, throughout the ages long.</p> <p>God bless you Texas! And keep you brave and strong, That you may grow in power and worth, throughout the ages long.</p>
<b>4.16C</b>	<p><b>Recite and explain the meaning of the Pledge to the Texas Flag.</b></p> <p>Recite, Explain</p> <p>MEANING OF THE PLEDGE TO THE TEXAS FLAG</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Pledge of allegiance to the Texas state flag</li> <li>• "Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."</li> <li>• A pledge is said to proclaim loyalty</li> </ul>
<b>4.16D</b>	<p><b>Describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.</b></p> <p>Describe</p> <p>ORIGINS AND SIGNIFICANCE OF STATE CELEBRATIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Texas Independence Day</li> <li>• March 2, 1836; declared Texas independent of Mexico at Washington-on-the-Brazos</li> <li>• Juneteenth</li> <li>• June 19, 1865; the day slaves found out they were free in Texas. Gen. Gordon Granger arrived in Galveston and announced that slaves were free and the war was over. (The order freeing slaves in slave states took effect Jan. 1, 1863.)</li> </ul>
<b>4.17</b>	<p><b><i>Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:</i></b></p>
<b>4.17A</b>	<p><b>Identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll.</b></p> <p>Identify</p> <p>IMPORTANT INDIVIDUALS WHO HAVE PARTICIPATED VOLUNTARILY IN CIVIC AFFAIRS AT STATE AND LOCAL LEVELS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Adina de Zavala</li> </ul>

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**SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT**

**GRADE 4**

	<ul style="list-style-type: none"> <li>• San Antonio teacher and historian who led the fight to preserve Texas historical sites and the education of Texas heritage like the Alamo and four Franciscan missions and the Spanish Governor's Palace</li> <li>• Encouraged statewide recognition of March 2, Texas Independence Day</li> <li>• Suggested that Texas schools be named after Texas heroes</li> <li>• Facilitated in the marking of almost 40 major sites as places of historical significance</li> <li>• Clara Driscoll             <ul style="list-style-type: none"> <li>• Known as the "Savior of the Alamo"</li> <li>• 1903 – raised money to prevent the sale of the Alamo by a hotel corporation</li> <li>• 1905 – The state awarded responsibility to care for the Alamo to the Daughters of the Republic of Texas.</li> </ul> </li> </ul>
<p><b>4.17B</b></p>	<p><b>Explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects.</b></p> <p>Explain</p> <p>HOW INDIVIDUALS CAN PARTICIPATE VOLUNTARILY IN CIVIC AFFAIRS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• State Level             <ul style="list-style-type: none"> <li>• Holding public officials to their word through letters/e-mails</li> <li>• Participating in historic preservation and service projects by donating money and volunteering your time organizing or being a docent</li> <li>• Campaign for candidates</li> <li>• Work as part of polling staff for local and state election</li> </ul> </li> <li>• Local level             <ul style="list-style-type: none"> <li>• Holding public officials to their word through letters/e-mails and attending city council meetings</li> <li>• Participating in historic preservation and service projects by donating money and volunteering your time organizing or being a docent</li> <li>• Working for nonprofit agencies (Girl/Boy Scouts)</li> <li>• Donating food to a food bank</li> <li>• Walking dogs at the humane society</li> <li>• Placing American flags out in neighborhood yards for patriotic holidays</li> </ul> </li> </ul>
<p><b>4.17C</b></p>	<p><b>Explain the duty of the individual in state and local elections such as being informed and voting.</b></p>

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**GRADE 4**

	<p>Explain</p> <p>DUTY OF THE INDIVIDUAL IN STATE AND LOCAL ELECTIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Being informed about candidates and elected position</li> <li>• Vote in elections</li> <li>• Run for office</li> <li>• Volunteer at polling locations</li> </ul>
<p>4.17D</p>	<p><b>Identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals.</b></p> <p>Identify</p> <p>IMPORTANCE OF HISTORICAL FIGURES AND IMPORTANT INDIVIDUALS WHO MODELED ACTIVE PARTICIPATION IN THE DEMOCRATIC PROCESS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Sam Houston             <ul style="list-style-type: none"> <li>• Military leader during the Texas Revolution</li> <li>• Two-time President of the Republic of Texas</li> <li>• Governor of Texas</li> <li>• Senator of Texas</li> </ul> </li> <li>• Barbara Jordan             <ul style="list-style-type: none"> <li>• First African American to serve in the state senate in a century and first African American woman from the South ever to serve in the U.S. Congress</li> </ul> </li> <li>• Lorenzo de Zavala             <ul style="list-style-type: none"> <li>• Helped write the Texas Declaration of Independence</li> <li>• Helped design the ad interim government at Washington-on-the Brazos</li> <li>• Elected Vice President of the new republic</li> </ul> </li> <li>• Ann Richards             <ul style="list-style-type: none"> <li>• Second female governor of Texas</li> </ul> </li> </ul>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

**GRADE 4**

	<ul style="list-style-type: none"> <li>• Remembered for adding diversity to state government and creating a lottery</li> <li>• Sam Rayburn             <ul style="list-style-type: none"> <li>• Served as the Speaker of the Texas House in 1911</li> <li>• Served as a U.S. Representative from 1912 until his death in 1961</li> <li>• Served as U.S. Speaker of the House for 17 years, longer than any other speaker</li> </ul> </li> <li>• Henry B. González             <ul style="list-style-type: none"> <li>• U.S. Congressman who fought for equality in health care, housing, and justice for all</li> </ul> </li> <li>• James A. Baker III             <ul style="list-style-type: none"> <li>• Served as the Chief of Staff in President Ronald Reagan's first administration and in the final year of the administration of President George H. W. Bush</li> <li>• Served as Secretary of the Treasury from 1985-1988 in the second Reagan administration</li> <li>• Secretary of State in the George H. W. Bush administration</li> <li>• The James A. Baker III Institute for Public Policy at Rice University in Houston, Texas, is named for him</li> </ul> </li> <li>• Wallace Jefferson             <ul style="list-style-type: none"> <li>• First African American who served as Justice of the Texas Supreme Court in 2002 and 2004</li> </ul> </li> <li>• Local individuals</li> </ul>
4.17E	<p><b>Explain how to contact elected and appointed leaders in state and local governments.</b></p> <p>Explain</p> <p>HOW TO CONTACT ELECTED AND APPOINTED LEADERS IN STATE AND LOCAL GOVERNMENTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Write letters; e-mails; phone calls; social networks (Twitter, etc.)</li> <li>• Websites</li> </ul>
4.18	<p><b><i>Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</i></b></p>
4.18A	<p><b>Identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States.</b></p> <p>Identify</p> <p>LEADERS IN GOVERNMENT</p>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 4

	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Local government             <ul style="list-style-type: none"> <li>• Local mayor</li> <li>• Other local officials</li> </ul> </li> <li>• State government             <ul style="list-style-type: none"> <li>• Governor: Rick Perry – Republican</li> <li>• Local members of the Texas Legislature</li> </ul> </li> <li>• National government             <ul style="list-style-type: none"> <li>• U.S. Senators                 <ul style="list-style-type: none"> <li>• Kay Bailey Hutchinson (Republican)</li> <li>• John Cornyn (Republican)</li> </ul> </li> <li>• Texans who have been President of the United States                 <ul style="list-style-type: none"> <li>• Lyndon B. Johnson (Democrat)</li> <li>• George H.W. Bush (Republican)</li> <li>• George W. Bush (Republican)</li> <li>• Dwight D. Eisenhower (Republican) – born in Denison, Texas, but considered Kansas his home</li> </ul> </li> </ul> </li> </ul>
<p><b>4.18B</b></p>	<p><b>Identify leadership qualities of state and local leaders, past and present.</b></p> <p>Identify</p> <p>LEADERSHIP QUALITIES OF STATE AND LOCAL LEADERS, PAST AND PRESENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Intelligent</li> <li>• Wise</li> <li>• Courageous</li> <li>• Brave</li> <li>• Aware of different cultures of the world</li> <li>• State leaders             <ul style="list-style-type: none"> <li>• Leadership qualities</li> </ul> </li> </ul>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

**GRADE 4**

	<ul style="list-style-type: none"> <li>Local leaders</li> <li>Leadership qualities</li> </ul>
<b>4.19</b>	<b><i>Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:</i></b>
<b>4.19A</b>	<p><b>Identify the similarities and differences among various racial, ethnic, and religious groups in Texas.</b></p> <p>Identify</p> <p>SIMILARITIES AND DIFFERENCES AMONG RACIAL, ETHNIC, AND RELIGIOUS GROUPS IN TEXAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Similarities <ul style="list-style-type: none"> <li>Maintained culture through celebrations, food, music, and language</li> <li>Came to Texas for economic opportunities and freedom</li> </ul> </li> <li>Differences <ul style="list-style-type: none"> <li>How and why they came to Texas</li> <li>Came from Europe, Mexico, Asia, and the United States</li> </ul> </li> </ul>
<b>4.19B</b>	<p><b>Identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio.</b></p> <p>Identify</p> <p>CUSTOMS, CELEBRATIONS, TRADITIONS OF CULTURAL, REGIONAL, LOCAL GROUPS IN TEXAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Cinco de Mayo <ul style="list-style-type: none"> <li>May 5th</li> <li>Very popular in U.S. cities and towns with large Mexican populations; not as popular in Mexico</li> <li>Commemorates the Mexican victory over the French army at the Battle of Puebla in 1862</li> <li>Mexican food, entertainment, and beverages provided</li> </ul> </li> <li>Oktoberfest <ul style="list-style-type: none"> <li>Celebration of German heritage in towns and cities that have large German populations in the fall</li> <li>German food, entertainment, and beverages provided</li> </ul> </li> </ul>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 4

	<ul style="list-style-type: none"> <li>• Celebrated in October</li> <li>• Strawberry Festival             <ul style="list-style-type: none"> <li>• Celebrated in April in Poteet</li> <li>• Celebrates the harvest of strawberries grown in Poteet</li> </ul> </li> <li>• Fiesta San Antonio             <ul style="list-style-type: none"> <li>• Celebrated in April</li> <li>• Started in 1891 with parades, entertainments, parties, and food</li> <li>• Funds are given to organizations in San Antonio</li> </ul> </li> </ul>
4.19C	<p><b>Summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.</b></p> <p>Summarize</p> <p>CONTRIBUTIONS OF PEOPLE OF VARIOUS RACIAL, ETHNIC, AND RELIGIOUS GROUPS IN THE DEVELOPMENT OF TEXAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Lydia Mendoza (Ethnic)             <ul style="list-style-type: none"> <li>• “Lark of the Border”</li> <li>• First to record Tejano and Norteno music during the 1940s and 1950s</li> <li>• Received the National Medal of Arts in 1999</li> <li>• Born in Houston</li> </ul> </li> <li>• Chelo Silva (Ethnic)             <ul style="list-style-type: none"> <li>• Queen of the Bolero</li> <li>• Reigned over Tejano music scene with her romantic ballads and passionate performances in 1940s and into the 1960s</li> <li>• Born in Brownsville</li> <li>• Most well known of the female Spanish-language singers reaching outside the United States and into Latin America</li> </ul> </li> <li>• Julius Lorenzo Cobb Bledsoe (Racial)             <ul style="list-style-type: none"> <li>• Born in Waco</li> <li>• Praised for his ability to sing in several languages and for his vocal control</li> <li>• His role as "Joe" in Jerome Kern's <i>Showboat</i> made the song "Ol' Man River" an American classic</li> </ul> </li> </ul>
4.20	<p><b><i>Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:</i></b></p>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

**GRADE 4**

<p><b>4.20A</b></p>	<p><b>Identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions.</b></p> <p>Identify</p> <p>FAMOUS INVENTORS AND SCIENTISTS AND THEIR CONTRIBUTIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Gail Borden             <ul style="list-style-type: none"> <li>• Surveyor</li> <li>• Designed the cities of Galveston and Houston</li> <li>• Improved the meat biscuit</li> <li>• Invented a process for condensing milk</li> </ul> </li> <li>• Joseph Glidden             <ul style="list-style-type: none"> <li>• Invented most successful form of barbed wire</li> </ul> </li> <li>• Michael DeBakey             <ul style="list-style-type: none"> <li>• Developed procedures to prevent heart attacks. In 1966, he was the first surgeon to fully implant a mechanical heart pump in a patient.</li> <li>• DeBakey and Cooley were rivals in this industry until a few years before DeBakey's death.</li> <li>• Political/economic – Houston became one of the most important medical locations in the world. Being a medical hub has led to a strong economy and political and philanthropic support of this industry. People from around the world come to Houston to receive care for their heart.</li> </ul> </li> <li>• Millie Hughes-Fulford             <ul style="list-style-type: none"> <li>• An American medical investigator and molecular biologist who flew aboard a NASA Space Shuttle mission helping astronauts deal with their medical issues, osteoporosis, and their immune system in space</li> </ul> </li> </ul>
<p><b>4.20B</b></p>	<p><b>Describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.</b></p> <p>Describe</p> <p>HOW SCIENTIFIC DISCOVERIES AND INNOVATIONS HAVE BENEFITED INDIVIDUALS, BUSINESSES, AND SOCIETY IN TEXAS</p> <p>Including, but limited to:</p> <ul style="list-style-type: none"> <li>• Aerospace             <ul style="list-style-type: none"> <li>• New products (e.g., velcro, thermapedic mattress)</li> <li>• NASA located in Texas and benefited the economy</li> </ul> </li> </ul>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 4

	<ul style="list-style-type: none"> <li>• Aerospace industry booms in Texas</li> <li>• Agriculture             <ul style="list-style-type: none"> <li>• Improves soil for farming</li> <li>• Faster and more efficient to producing products</li> </ul> </li> <li>• Energy             <ul style="list-style-type: none"> <li>• Cheaper and more efficient energy</li> <li>• Less harsh on the environment</li> </ul> </li> <li>• Technology             <ul style="list-style-type: none"> <li>• More effective communication (e.g., cell phones, webcams)</li> <li>• Quicker, faster service and purchasing of goods (e.g., online shopping, self-checkout at HEB)</li> </ul> </li> </ul>
4.20C	<p><b>Predict how future scientific discoveries and technological innovations might affect life in Texas.</b></p> <p>Predict</p> <p>HOW FUTURE SCIENTIFIC DISCOVERIES AND INNOVATIONS MIGHT AFFECT LIFE IN TEXAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Student interest in needed areas of improvement. Suggested questions could include:             <ul style="list-style-type: none"> <li>• What type of science and technology should be invented that will improve your life?</li> <li>• How can we improve existing technology to improve your life? (pencil to mechanical pencil)</li> </ul> </li> </ul>
4.21	<p><b><i>Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</i></b></p>
4.21A	<p><b>Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas.</b></p> <p>Differentiate between, Locate, Use</p> <p>VALID PRIMARY AND SECONDARY SOURCES TO ACQUIRE INFORMATION ABOUT THE UNITED STATES AND TEXAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Computer software</li> <li>• Interviews</li> <li>• Biographies</li> </ul>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

**GRADE 4**

	<ul style="list-style-type: none"> <li>• Oral, print, and visual material</li> <li>• Documents</li> <li>• Artifacts</li> </ul>
<p><b>4.21B</b></p>	<p><b>Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</b></p> <p>Analyze</p> <p>INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• By using skills of:             <ul style="list-style-type: none"> <li>• Sequencing</li> <li>• Categorizing</li> <li>• Identifying cause-and-effect relationship</li> <li>• Comparing</li> <li>• Contrasting</li> <li>• Finding the main idea</li> <li>• Summarizing</li> <li>• Making generalizations and predictions</li> <li>• Drawing inferences and conclusions</li> </ul> </li> </ul>
<p><b>4.21C</b></p>	<p><b>Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</b></p> <p>Organize, Interpret</p> <p>INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Information in:             <ul style="list-style-type: none"> <li>• Outlines</li> <li>• Reports</li> <li>• Databases</li> </ul> </li> </ul>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 4

	<ul style="list-style-type: none"> <li>• Visuals</li> <li>• Graphs</li> <li>• Charts</li> <li>• Timelines</li> <li>• Maps</li> </ul>
4.21D	<p><b>identify different points of view about an issue, topic, historical event, or current event.</b></p> <p>Identify</p> <p>POINTS OF VIEW</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Points of view about: <ul style="list-style-type: none"> <li>• Issue</li> <li>• Topic</li> <li>• Historical event</li> <li>• Current event</li> </ul> </li> </ul>
4.21E	<p><b>Use appropriate mathematical skills to interpret social studies information such as maps and graphs.</b></p> <p>Use</p> <p>APPROPRIATE MATHEMATICAL SKILLS TO INTERPRET SOCIAL STUDIES INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Information on: <ul style="list-style-type: none"> <li>• Maps</li> <li>• Graphs</li> </ul> </li> </ul>
4.22	<p><b><i>Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</i></b></p>
4.22A	<p><b>Use social studies terminology correctly.</b></p> <p>Use</p> <p>SOCIAL STUDIES TERMINOLOGY CORRECTLY</p>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

**GRADE 4**

<p><b>4.22B</b></p>	<p><b>Incorporate main and supporting ideas in verbal and written communication.</b></p> <p>Incorporate</p> <p>MAIN AND SUPPORTING IDEAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• In verbal communication</li> <li>• In written communication</li> </ul>
<p><b>4.22C</b></p>	<p><b>Express ideas orally based on research and experiences.</b></p> <p>Express</p> <p>IDEAS BASED ON RESEARCH AND EXPERIENCES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• orally</li> </ul>
<p><b>4.22D</b></p>	<p><b>Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.</b></p> <p>Create</p> <p>WRITTEN AND VISUAL MATERIAL</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Journal entries</li> <li>• Reports</li> <li>• Graphic organizers</li> <li>• Outlines</li> <li>• Bibliographies</li> </ul>
<p><b>4.22E</b></p>	<p><b>Use standard grammar, spelling, sentence structure, and punctuation.</b></p> <p>Use</p> <p>STANDARDS</p> <p>Including, but not limited to:</p>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 4

	<ul style="list-style-type: none"> <li>• Grammar</li> <li>• Spelling</li> <li>• Sentence structure</li> <li>• Punctuation</li> <li>• Proper citation of sources</li> </ul>
<b>4.23</b>	<b><i>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:</i></b>
<b>4.23A</b>	<p><b>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></p> <p>Use</p> <p>A PROBLEM-SOLVING PROCESS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Identify a problem</li> <li>• Gather information</li> <li>• List and consider options</li> <li>• Consider advantages and disadvantages</li> <li>• Choose and implement a solution</li> <li>• Evaluate the effectiveness of the solution</li> </ul>
<b>4.23B</b>	<p><b>Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</b></p> <p>Use</p> <p>A DECISION-MAKING PROCESS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Identify a situation that requires a decision</li> <li>• Gather information</li> <li>• Identify options</li> <li>• Predict consequences</li> </ul>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 4

- Take action to implement a decision

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