Process Standards (Social Studies Skills)

4.6(A)	apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps
4.6(B)	translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps
4.7(A)	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
4.7(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
4.21(A)	differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas
4.21(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
4.21(C)	organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
4.21(D)	identify different points of view about an issue, topic, historical event, or current event
4.21(E)	use appropriate mathematical skills to interpret social studies information such as maps and graphs
4.22(A)	use social studies terminology correctly
4.22(B)	incorporate main and supporting ideas in verbal and written communication
4.22(C)	express ideas orally based on research and experiences
4.22(D)	create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
4.22(E)	use standard grammar, spelling, sentence structure, and punctuation
4.23(A)	use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
4.23(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

Rptg Cat	Readiness Standards	Supporting Standards
1 History	4.1(D) compare the ways of life of American Indian groups in Texas and North America before European exploration 4.2(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 4.2(E) 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 4.3(A) analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto 4.3(E)* explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War 4.4(A)* describe the impact of the Civil War and Reconstruction on Texas 4.4(B) explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson 4.5(A)* 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 4.5(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	4.1(A) explain the possible origins of American Indian groups in Texas and North America 4.1(B) identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano 4.1(C) 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 4.2(A)* summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion 4.2(C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón 4.2(D)* identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas 4.3(B) summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza 4.3(C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones 4.3(D) 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 4.4(C)* identify the impact of railroads on life in Texas, including changes to cities and major industries 4.4(D) 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 4.5(C) identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals
2 Geography and Culture	4.8(A)* 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 4.9(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 4.19(C) 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	4.7(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 4.7(C) 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 4.8(B)* describe and explain the location and distribution of various towns and cities in Texas, past and present 4.8(C)* explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present 4.9(A) 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 4.9(C) 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 4.19(A) identify the similarities and differences among various racial, ethnic, and religious groups in Texas 4.19(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

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*= Aligned with STAAR Assessed Curriculum

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Rptg Cat	Readiness Standards	Supporting Standards
3 — Government and Citizenship	4.15(A)* 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 4.17(C)* explain the duty of the individual in state and local elections such as being informed and voting 4.18(A) 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	4.14(A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves 4.14(B) identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas 4.15(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution 4.15(C)* identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week) 4.16(A) 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 4.16(B) sing or recite "Texas, Our Texas" 4.16(C) recite and explain the meaning of the Pledge to the Texas Flag 4.16(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth 4.17(A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll 4.17(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 4.17(D) 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 4.17(E) explain how to contact elected and appointed leaders in state and local governments 4.18(B)* identify leadership qualities of state and local leaders, past and present
4 — Economics, Science, Technology and Society	4.11(B)* describe how the free enterprise system works, including supply and demand 4.12(A) explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services 4.13(A)* 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 4.20(B)* describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas	4.10(A) explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting 4.10(B)* explain the economic activities early immigrants to Texas used to meet their needs and wants 4.11(A) describe the development of the free enterprise system in Texas 4.11(C) give examples of the benefits of the free enterprise system such as choice and opportunity 4.12(B)* explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas 4.12(C)* analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas 4.12(D)* describe the impact of mass production, specialization, and division of labor on the economic growth of Texas 4.12(E)* explain how developments in transportation and communication have influenced economic activities in Texas 4.12(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas 4.13(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 4.13(C) explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world 4.20(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions 4.20(C) predict how future scientific discoveries and technological innovations might affect life in Texas

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