

Process Standards (Social Studies Skills and Processes)	
4.21	Social Studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.
4.22	Social Studies skills. The student communicates in written, oral, and visual forms.
4.23	Social Studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.
Tools to Know	Ways to Show
4.21(A)	4.21(B)
4.21(E)	4.21(C)
4.22(A)	4.21(D)
4.22(E)	4.22(B)
4.23(A)	4.22(C)
4.23(B)	4.22(D)

Knowledge and Skills Statements		
4.1	History. The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration.	
4.2	History. The student understands the causes and effects of European exploration and colonization of Texas and North America.	
4.3	History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States.	
4.4	History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century.	
4.5	History. The student understands important issues, events, and individuals of the 20th century in Texas.	
Rptg Cat	Readiness Standards	Supporting Standards
1 History	4.1(D)	4.1(A)
	4.2(B)	4.1(B)
	4.2(E)	4.1(C)
	4.3(A)	4.2(A)*
	4.3(E)*	4.2(C)
	4.4(A)*	4.2(D)*
	4.4(B)	4.3(B)
	4.5(A)*	4.3(C)
	4.5(B)*	4.3(D)
		4.4(C)*
	4.4(D)	
	4.5(C)	

^ = Spiral Standards: content standards included in many/most units of instruction to add perspective and depth to content across chronology of the course.

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Knowledge and Skills Statements

- 4.6 Geography.** The student uses geographic tools to collect, analyze, and interpret data.
- 4.7 Geography.** The student understands the concept of regions.
- 4.8 Geography.** The student understands the location and patterns of settlement and the geographic factors that influence where people live.
- 4.9 Geography.** The student understands how people adapt to and modify their environment.
- 4.19 Culture.** The student understands the contributions of people of various racial, ethnic, and religious groups to Texas.

Rptg Cat	Readiness Standards	Supporting Standards
2 Geography and Culture	<p>4.6(A)^ apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>	<p>4.6(B)^ translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>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</p> <p>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</p> <p>4.8(B)*^ describe and explain the location and distribution of various towns and cities in Texas, past and present</p> <p>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</p> <p>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</p> <p>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</p> <p>4.19(A)^ identify the similarities and differences among various racial, ethnic, and religious groups in Texas</p> <p>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</p>

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Knowledge and Skills Statements

4.14 Government. The student understands how people organized governments in different ways during the early development of Texas.

4.15 Government. The student understands important ideas in historical documents of Texas and the United States.

4.16 Citizenship. The student understands important customs, symbols, and celebrations of Texas.

4.17 Citizenship. The student understands the importance of active individual participation in the democratic process.

4.18 Citizenship. The student understands the importance of effective leadership in a constitutional republic.

Rptg Cat	Readiness Standards	Supporting Standards
<p style="text-align: center;">3 Government and Citizenship</p>	<p>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</p> <p>4.17(C)* explain the duty of the individual in state and local elections such as being informed and voting</p> <p>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</p>	<p>4.14(A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves</p> <p>4.14(B) identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas</p> <p>4.15(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution</p> <p>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)</p> <p>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</p> <p>4.16(B) sing or recite "Texas, Our Texas"</p> <p>4.16(C) recite and explain the meaning of the Pledge to the Texas Flag</p> <p>4.16(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth</p> <p>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</p> <p>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</p> <p>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</p> <p>4.17(E) explain how to contact elected and appointed leaders in state and local governments</p> <p>4.18(B)* identify leadership qualities of state and local leaders, past and present</p>

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Knowledge and Skills Statements

- 4.10 Economics.** The student understands the basic economic activities of early societies in Texas and North America.
- 4.11 Economics.** The student understands the characteristics and benefits of the free enterprise system in Texas.
- 4.12 Economics.** The student understands patterns of work and economic activities in Texas.
- 4.13 Economics.** The student understands how Texas, the United States, and other parts of the world are economically interdependent.
- 4.20 Science, technology, and society.** The student understands the impact of science and technology on life in Texas.

Rptg Cat	Readiness Standards	Supporting Standards
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

NOTE: The classification of standards on this TEKS Snapshot represents the reviewed and synthesized input of a sample of Texas Social Studies educators. This TEKS Snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum materials may reflect other classifications.

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