

## Texas History Vertical Alignment, beginning school year 2011 – 2012

Fourth Grade	Seventh Grade
<b>History</b>	
<p><b>4.1 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></p> <p>4.1A explain the possible origins of American Indian groups in Texas and North America;</p>	<p><b>7.1 History. The student understands traditional historical points of reference in Texas history. The student is expected to:</b></p> <p>7.1A identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas;</p>
<p><b>4.1 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></p> <p>4.1B identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;</p>	<p><b>7.1 History. The student understands traditional historical points of reference in Texas history. The student is expected to:</b></p> <p>7.1B apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p>
<p><b>4.1 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></p> <p>4.1C 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; and</p>	<p><b>7.1 History. The student understands traditional historical points of reference in Texas history. The student is expected to:</b></p> <p>7.1C explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.</p>
<p><b>4.1 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></p> <p>4.1D compare the ways of life of American Indian groups in Texas and North America before European exploration.</p>	<p><b>7.2 History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</b></p> <p>7.2A compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;</p>
<p><b>4.2 History. The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to:</b></p> <p>4.2A summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;</p>	<p><b>7.2 History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</b></p> <p>7.2B identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain;</p>
<p><b>4.2 History. The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to:</b></p> <p>4.2B identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavalier, Sieur de la Salle, on the settlement of Texas;</p>	<p><b>7.2 History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</b></p> <p>7.2C identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo;</p>

<p><b>4.2 History. The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to:</b></p> <p>4.2C explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón;</p>	<p><b>7.2 History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</b></p> <p>7.2D identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery;</p>
<p><b>4.2 History. The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to:</b></p> <p>4.2D identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas; and</p>	<p><b>7.2 History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</b></p> <p>7.2E identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas; and</p>
<p><b>4.2 History. The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to:</b></p> <p>4.2E 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.</p>	<p><b>7.2 History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</b></p> <p>7.2F contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.</p>
<p><b>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. The student is expected to:</b></p> <p>4.3A 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;</p>	<p><b>7.3 History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</b></p> <p>7.3A trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin;</p>
<p><b>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. The student is expected to:</b></p> <p>4.3B 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;</p>	<p><b>7.3 History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</b></p> <p>7.3B explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis;</p>
<p><b>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. The student is expected to:</b></p> <p>4.3C identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;</p>	<p><b>7.3 History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</b></p> <p>7.3C explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto; and</p>
<p><b>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. The student is expected to:</b></p>	<p><b>7.3 History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</b></p>

<p>4.3D 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; and</p>	<p>7.3D explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas.</p>
<p><b>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. The student is expected to:</b></p> <p>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.</p>	<p><b>7.4 History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</b></p> <p>7.4A identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups;</p>
<p><b>4.4 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:</b></p> <p>4.4A describe the impact of the Civil War and Reconstruction on Texas;</p>	<p><b>7.4 History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</b></p> <p>7.4B analyze the causes of and events leading to Texas annexation; and</p>
<p><b>4.4 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:</b></p> <p>4.4B explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;</p>	<p><b>7.4 History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</b></p> <p>7.4C identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850.</p>
<p><b>4.4 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:</b></p> <p>4.4C identify the impact of railroads on life in Texas, including changes to cities and major industries; and</p>	<p><b>7.5 History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:</b></p> <p>7.5A explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs;</p>
<p><b>4.4 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:</b></p> <p>4.4D 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.</p>	<p><b>7.5 History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:</b></p> <p>7.5B analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas; and</p>
<p><b>4.5 History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:</b></p> <p>4.5A 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;</p>	<p><b>7.5 History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:</b></p> <p>7.5C identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch.</p>
<p><b>4.5 History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:</b></p> <p>4.5B 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; and</p>	<p><b>7.6 History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</b></p> <p>7.6A identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker;</p>

<p><b>4.5 History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:</b></p> <p>4.5C 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.</p>	<p><b>7.6 History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</b></p> <p>7.6B identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life;</p>
	<p><b>7.6 History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</b></p> <p>7.6C identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg; and</p>
	<p><b>7.6 History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</b></p> <p>7.6D explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.</p>
	<p><b>7.7 History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</b></p> <p>7.7A explain the political, economic, and social impact of the oil industry on the industrialization of Texas;</p>
	<p><b>7.7 History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</b></p> <p>7.7B define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology;</p>
	<p><b>7.7 History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</b></p> <p>7.7C describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century;</p>
	<p><b>7.7 History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</b></p> <p>7.7D describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White;</p>

	<p><b>7.7 History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</b></p> <p>7.7E analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas; and</p>
	<p><b>7.7 History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</b></p> <p>7.7F analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration.</p>
<b>Geography</b>	
<p><b>4.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</b></p> <p>4.6A apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</p>	<p><b>7.8 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</b></p> <p>7.8A create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries; and</p>
<p><b>4.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</b></p> <p>4.6B translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.</p>	<p><b>7.8 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</b></p> <p>7.8B analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.</p>
<p><b>4.7 Geography. The student understands the concept of regions. The student is expected to:</b></p> <p>4.7A 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><b>7.9 Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:</b></p> <p>7.9A locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest;</p>
<p><b>4.7 Geography. The student understands the concept of regions. The student is expected to:</b></p> <p>4.7B 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; and</p>	<p><b>7.9 Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:</b></p> <p>7.9B compare places and regions of Texas in terms of physical and human characteristics; and</p>
<p><b>4.7 Geography. The student understands the concept of regions. The student is expected to:</b></p> <p>4.7C 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</p>	<p><b>7.9 Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:</b></p> <p>7.9C analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.</p>

the world.	
<p><b>4.8 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</b></p> <p>4.8A 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><b>7.10 Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:</b></p> <p>7.10A identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications; and</p>
<p><b>4.8 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</b></p> <p>4.8B describe and explain the location and distribution of various towns and cities in Texas, past and present; and</p>	<p><b>7.10 Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:</b></p> <p>7.10B explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.</p>
<p><b>4.8 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</b></p> <p>4.8C 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><b>7.11 Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:</b></p> <p>7.11A analyze why immigrant groups came to Texas and where they settled;</p>
<p><b>4.9 Geography. The student understands how people adapt to and modify their environment. The student is expected to:</b></p> <p>4.9A 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><b>7.11 Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:</b></p> <p>7.11B analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas;</p>
<p><b>4.9 Geography. The student understands how people adapt to and modify their environment. The student is expected to:</b></p> <p>4.9B 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; and</p>	<p><b>7.11 Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:</b></p> <p>7.11C analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation; and</p>
<p><b>4.9 Geography. The student understands how people adapt to and modify their environment. The student is expected to:</b></p> <p>4.9C 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</p>	<p><b>7.11 Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:</b></p> <p>7.11D describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.</p>

quality.	
<b>Economics</b>	
<p><b>4.10 Economics. The student understands the basic economic activities of early societies in Texas and North America. The student is expected to:</b></p> <p>4.10A 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; and</p>	<p><b>7.12 Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:</b></p> <p>7.12A explain economic factors that led to the urbanization of Texas;</p>
<p><b>4.10 Economics. The student understands the basic economic activities of early societies in Texas and North America. The student is expected to:</b></p> <p>4.10B explain the economic activities early immigrants to Texas used to meet their needs and wants.</p>	<p><b>7.12 Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:</b></p> <p>7.12B trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing; and</p>
<p><b>4.11 Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:</b></p> <p>4.11A describe the development of the free enterprise system in Texas;</p>	<p><b>7.12 Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:</b></p> <p>7.12C explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.</p>
<p><b>4.11 Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:</b></p> <p>4.11B describe how the free enterprise system works, including supply and demand; and</p>	<p><b>7.13 Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:</b></p> <p>7.13A analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology;</p>
<p><b>4.11 Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:</b></p> <p>4.11C give examples of the benefits of the free enterprise system such as choice and opportunity.</p>	<p><b>7.13 Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:</b></p> <p>7.13B analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas; and</p>
<p><b>4.12 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</b></p> <p>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;</p>	<p><b>7.13 Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:</b></p> <p>7.13C analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets.</p>
<p><b>4.12 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</b></p>	

<p>4.12B explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas;</p>	
<p><b>4.12 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</b></p> <p>4.12C analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas;</p>	
<p><b>4.12 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</b></p> <p>4.12D describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;</p>	
<p><b>4.12 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</b></p> <p>4.12E explain how developments in transportation and communication have influenced economic activities in Texas; and</p>	
<p><b>4.12 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</b></p> <p>4.12F explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.</p>	
<p><b>4.13 Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:</b></p> <p>4.13A 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;</p>	
<p><b>4.13 Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:</b></p> <p>4.13B identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world</p>	
<p><b>4.13 Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:</b></p> <p>4.13C explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world</p>	
<p><b>Government</b></p>	

<p><b>4.14 Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:</b></p> <p>4.14A compare how various American Indian groups such as the Caddo and the Comanche governed themselves; and</p>	<p><b>7.14 Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</b></p> <p>7.14A identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and</p>
<p><b>4.14 Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:</b></p> <p>4.14B identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas.</p>	<p><b>7.14 Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</b></p> <p>7.14B compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.</p>
<p><b>4.15 Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:</b></p> <p>4.15A 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><b>7.15 Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:</b></p> <p>7.15A describe the structure and functions of government at municipal, county, and state levels;</p>
<p><b>4.15 Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:</b></p> <p>4.15B identify and explain the basic functions of the three branches of government according to the Texas Constitution; and</p>	<p><b>7.15 Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:</b></p> <p>7.15B identify major sources of revenue for state and local governments such as property tax, sales tax, and fees; and</p>
<p><b>4.15 Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:</b></p> <p>4.15C identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week). Citizenship</p>	<p><b>7.15 Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:</b></p> <p>7.15C describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers.</p>
<p><b>4.16 Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:</b></p> <p>4.16A 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><b>7.16 Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:</b></p> <p>7.16A identify rights of Texas citizens; and</p>
<p><b>4.16 Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:</b></p> <p>4.16B sing or recite "Texas, Our Texas";</p>	<p><b>7.16 Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:</b></p> <p>7.16B explain and analyze civic responsibilities of Texas citizens and the importance of civic participation.</p>

<p><b>4.16 Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:</b></p> <p>4.16C recite and explain the meaning of the Pledge to the Texas Flag; and</p>	<p><b>7.17 Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</b></p> <p>7.17A identify different points of view of political parties and interest groups on important Texas issues, past and present;</p>
<p><b>4.16 Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:</b></p> <p>4.16D describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.</p>	<p><b>7.17 Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</b></p> <p>7.17B describe the importance of free speech and press in a democratic society; and</p>
<p><b>4.17 Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:</b></p> <p>4.17A 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><b>7.17 Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</b></p> <p>7.17C express and defend a point of view on an issue of historical or contemporary interest in Texas.</p>
<p><b>4.17 Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:</b></p> <p>4.17B 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><b>7.18 Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</b></p> <p>7.18A identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States; and</p>
<p><b>4.17 Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:</b></p> <p>4.17C explain the duty of the individual in state and local elections such as being informed and voting;</p>	<p><b>7.18 Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</b></p> <p>7.18B identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.</p>
<p><b>4.17 Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:</b></p> <p>4.17D 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; and</p>	
<p><b>4.17 Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:</b></p> <p>4.17E explain how to contact elected and appointed leaders in state and local</p>	

governments.	
<p><b>4.18 Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</b></p> <p>4.18A 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; and</p>	
<p><b>4.18 Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</b></p> <p>4.18B identify leadership qualities of state and local leaders, past and present.</p>	
<b>Culture</b>	
<p><b>4.19 Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:</b></p> <p>4.19A identify the similarities and differences among various racial, ethnic, and religious groups in Texas;</p>	<p><b>7.19 Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:</b></p> <p>7.19A explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances;</p>
<p><b>4.19 Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:</b></p> <p>4.19B 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; and</p>	<p><b>7.19 Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:</b></p> <p>7.19B describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;</p>
<p><b>4.19 Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:</b></p> <p>4.19C 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><b>7.19 Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:</b></p> <p>7.19C identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and</p>
	<p><b>7.19 Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:</b></p> <p>7.19D identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.</p>
<b>Science, Technology, and Society</b>	

<p><b>4.20 Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:</b></p> <p>4.20A identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions;</p>	<p><b>7.20 Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</b></p> <p>7.20A compare types and uses of technology, past and present;</p>
<p><b>4.20 Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:</b></p> <p>4.20B describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas; and</p>	<p><b>7.20 Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</b></p> <p>7.20B identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.;</p>
<p><b>4.20 Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:</b></p> <p>4.20C predict how future scientific discoveries and technological innovations might affect life in Texas.</p>	<p><b>7.20 Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</b></p> <p>7.20C analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries;</p>
	<p><b>7.20 Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</b></p> <p>7.20D evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land; and</p>
	<p><b>7.20 Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</b></p> <p>7.20E analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.</p>
<p><b>Social Studies Skills</b></p>	
<p><b>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. The student is expected to:</b></p> <p>4.21A 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;</p>	<p><b>7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</b></p> <p>7.21A differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;</p>
<p><b>4.21 Social studies skills. The student applies critical-thinking skills to organize</b></p>	<p><b>7.21 Social studies skills. The student applies critical-thinking skills to organize</b></p>

<p><b>and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</b></p> <p>4.21B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>	<p><b>and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</b></p> <p>7.21B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>
<p><b>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. The student is expected to:</b></p> <p>4.21C organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p>	<p><b>7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</b></p> <p>7.21C organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p>
<p><b>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. The student is expected to:</b></p> <p>4.21D identify different points of view about an issue, topic, historical event, or current event; and</p>	<p><b>7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</b></p> <p>7.21D identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;</p>
<p><b>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. The student is expected to:</b></p> <p>4.21E use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	<p><b>7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</b></p> <p>7.21E support a point of view on a social studies issue or event;</p>
<p><b>4.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>4.22A use social studies terminology correctly;</p>	<p><b>7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</b></p> <p>7.21F identify bias in written, oral, and visual material;</p>
<p><b>4.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>4.22B incorporate main and supporting ideas in verbal and written communication;</p>	<p><b>7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</b></p> <p>7.21G evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and</p>
<p><b>4.22 Social studies skills. The student communicates in written, oral, and visual</b></p>	<p><b>7.21 Social studies skills. The student applies critical-thinking skills to organize</b></p>

<p><b>forms. The student is expected to:</b></p> <p>4.22C express ideas orally based on research and experiences;</p>	<p><b>and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</b></p> <p>7.21H use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>
<p><b>4.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>4.22D create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p>	<p><b>7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>7.22A use social studies terminology correctly;</p>
<p><b>4.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>4.22E use standard grammar, spelling, sentence structure, and punctuation.</p>	<p><b>7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>7.22B use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;</p>
<p><b>4.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</b></p> <p>4.23A use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p>	<p><b>7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>7.22C transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and</p>
<p><b>4.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</b></p> <p>4.23B 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.</p>	<p><b>7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>7.22D create written, oral, and visual presentations of social studies information.</p>
	<p><b>7.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</b></p> <p>7.23A use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p> <p><b>7.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</b></p>

	<p>7.23B 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.</p>
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