

ELEMENTARY SCHOOL
FOURTH GRADE
SCOPE AND SEQUENCE

FOURTH ENGLISH

FOURTH READING

FOURTH MATH

FOURTH SCIENCE

FOURTH SOCIAL STUDIES

English Language Arts and Reading, Grade 4

First Six Weeks :: The student is expected to...

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8). [6.A]
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6).[6.B]
- locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).[6.C]
- read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (4).[7.A]
- demonstrate characteristics of fluent and effective reading (4-6).[7.C]
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8).[9.D]
- exhibit an identifiable voice in personal narratives and in stories (4-5).[15.E]
- choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5).[15.F]
- write legibly by selecting cursive or manuscript as appropriate (4-8).[16.A]
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).[16.B]
- write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5).[18.B]
- use conjunctions to connect ideas meaningfully (4-5).[18.F]
- generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8).[19.A]
- develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8).[19.B]
- refine selected pieces frequently to "publish" for general and specific audiences (4-8).[19.G]

Second Six Weeks :: The student is expected to...

- read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fourth grader reads approximately 90 wpm) (4). [7.B]
- develop vocabulary by listening to selections read aloud (4-8).[9.A]
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5).[9.B]
- use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8).[9.C]
- study word meanings systematically such as across curricular content areas and through current events (4-8). [9.E]
- find similarities and differences across texts such as in treatment, scope, or organization (4-8).[10.I]
- distinguish fact and opinion in various texts (4-8).[10.J]
- answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8).[10.K]
- interpret text ideas through such varied means as journal writing, discussion, enactment, media (4-8).[11.B]
- connect, compare, and contrast ideas, themes, and issues across text (4-8).[11.D]
- write to influence such as to persuade, argue, and request (4-8).[15.B]
- write to inform such as to explain, describe, report, and narrate (4-8).[15.C]
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6).[17.A]
- use resources to find correct spellings (4-8).[17.C]
- use regular and irregular plurals correctly (4-6).[18.A]
- employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8).[18.C]
- use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8).[18.D]
- write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me." (4-5). [18.H]
- revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8).[19.C]
- select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8). [19.I]

- analyze published examples as models for writing (4-8).[20.D]
- review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8). [20.E]

Third Six Weeks :: The student is expected to...

- read silently with increasing ease for longer periods (4-8).[7.F]
- use his/her own knowledge and experience to comprehend (4-8).[10.A]
- establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8).[10.B]
- determine a text's main (or major) ideas and how those ideas are supported with details (4-8).[10.F]
- paraphrase and summarize text to recall, inform, and organize ideas (4-8).[10.G]
- represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).[10.L]
- offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8). [11.A]
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6).[17.B]
- spell accurately in final drafts (4-8).[17.D]
- use prepositional phrases to elaborate written ideas (4-8).[18.E]
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8).[18.G]
- revise drafts for coherence, progression, and logical support of ideas (4-8).[19.D]
- edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8).[19.E]
- use available technology to support aspects of creating, revising, editing, and publishing texts (4-8).[19.F]
- proofread his/her own writing and that of others (4-8).[19.H]
- apply criteria to evaluate writing (4-8).[20.A]
- respond in constructive ways to others' writings (4-8).[20.B]
- evaluate how well his/her own writing achieves its purposes (4-8).[20.C]

Fourth Six Weeks :: The student is expected to...

- select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5).[8.B]
- read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).[8.C]
- monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8).[10.C]
- describe mental images that text descriptions evoke (4-8).[10.D]
- use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8).[10.E]
- draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8).[10.H]
- support responses by referring to relevant aspects of text and his/her own experiences (4-8).[11.C]
- recognize and analyze story plot, setting, and problem resolution (4-8).[12.I]
- use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8).[13.B]
- interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions (4-5).[13.D]
- write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8).[15.A]
- write to entertain such as to compose humorous poems or short stories (4-8).[15.D]

Fifth Six Weeks :: The student is expected to...

- read classic and contemporary works (2-8).[8.A]
- judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5).[12.A]
- recognize that authors organize information in specific ways (4-5).[12.B]
- identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8).[12.C]
- recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8).[12.D]
- analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).[12.H]

- describe how the author's perspective or point of view affects the text (4-8).[12.J]

Sixth Six Weeks :: The student is expected to...

- adjust reading rate based on purposes for reading (4-8).[7.D]
- read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8). [7.E]
- compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8).[12.E]
- understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7).[12.G]
- compare text events with his/her own and other readers' experiences (4-8).[14.A]
- determine distinctive and common characteristics of cultures through wide reading (4-8).[14.B]
- articulate and discuss themes and connections that cross cultures (4-8).[14.C]

Reading, Grade 4

First Six Weeks :: The student is expected to...

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8). [6.A]
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6).[6.B]
- locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).[6.C]
- read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (4).[7.A]
- demonstrate characteristics of fluent and effective reading (4-6).[7.C]
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8).[9.D]

Second Six Weeks :: The student is expected to...

- read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fourth grader reads approximately 90 wpm) (4). [7.B]
- develop vocabulary by listening to selections read aloud (4-8).[9.A]
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5).[9.B]
- use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8).[9.C]
- study word meanings systematically such as across curricular content areas and through current events (4-8). [9.E]
- find similarities and differences across texts such as in treatment, scope, or organization (4-8).[10.I]
- distinguish fact and opinion in various texts (4-8).[10.J]
- answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8).[10.K]
- interpret text ideas through such varied means as journal writing, discussion, enactment, media (4-8).[11.B]
- connect, compare, and contrast ideas, themes, and issues across text (4-8).[11.D]

Third Six Weeks :: The student is expected to...

- read silently with increasing ease for longer periods (4-8).[7.F]
- use his/her own knowledge and experience to comprehend (4-8).[10.A]
- establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8).[10.B]
- determine a text's main (or major) ideas and how those ideas are supported with details (4-8).[10.F]
- paraphrase and summarize text to recall, inform, and organize ideas (4-8).[10.G]
- represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).[10.L]
- offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8). [11.A]

Fourth Six Weeks :: The student is expected to...

- select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5).[8.B]
- read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).[8.C]
- monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8).[10.C]
- describe mental images that text descriptions evoke (4-8).[10.D]
- use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8).[10.E]
- draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8).[10.H]
- support responses by referring to relevant aspects of text and his/her own experiences (4-8).[11.C]
- recognize and analyze story plot, setting, and problem resolution (4-8).[12.I]
- use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8).[13.B]
- interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions (4-5).[13.D]

Reading, Grade 4

Fifth Six Weeks :: The student is expected to...

- read classic and contemporary works (2-8).[8.A]
- judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5).[12.A]
- recognize that authors organize information in specific ways (4-5).[12.B]
- identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8).[12.C]
- recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8).[12.D]
- analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).[12.H]
- describe how the author's perspective or point of view affects the text (4-8).[12.J]

Sixth Six Weeks :: The student is expected to...

- adjust reading rate based on purposes for reading (4-8).[7.D]
- read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8). [7.E]
- compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8).[12.E]
- understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7).[12.G]
- compare text events with his/her own and other readers' experiences (4-8).[14.A]
- determine distinctive and common characteristics of cultures through wide reading (4-8).[14.B]
- articulate and discuss themes and connections that cross cultures (4-8).[14.C]

Mathematics, Grade 4

First Six Weeks :: The student is expected to...

- use place value to read, write, compare, and order whole numbers through 999,999,999.[1.A]
- use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.[1.B]
- use addition and subtraction to solve problems involving whole numbers.[3.A]

Second Six Weeks :: The student is expected to...

- use concrete objects and pictorial models to generate equivalent fractions.[2.A]
- model fraction quantities greater than one using concrete objects and pictorial models.[2.B]
- compare and order fractions using concrete objects and pictorial models.[2.C]
- relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models.[2.D]
- add and subtract decimals to the hundredths place using concrete objects and pictorial models.[3.B]
- model factors and products using arrays and area models.[4.A]
- represent multiplication and division situations in picture, word, and number form.[4.B]
- round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations.[5.A]

Third Six Weeks :: The student is expected to...

- recall and apply multiplication facts through 12×12 . [4.C]
- use multiplication to solve problems (no more than two digits times two digits without technology). [4.D]
- use division to solve problems (no more than one-digit divisors and three-digit dividends without technology). [4.E]
- use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems. [5.B]
- use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$). [6.A]
- use patterns to multiply by 10 and 100. [6.B]

Fourth Six Weeks :: The student is expected to...

- describe the relationship between two sets of related data such as ordered pairs in a table. [7.A]
- identify and describe right, acute, and obtuse angles. [8.A]
- identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models. [8.B]
- use essential attributes to define two- and three-dimensional geometric figures. [8.C]
- demonstrate translations, reflections, and rotations using concrete models. [9.A]
- use translations, reflections, and rotations to verify that two shapes are congruent. [9.B]
- use reflections to verify that a shape has symmetry. [9.C]
- locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths. [10.A]
- interpret bar graphs. [13.B]

Fifth Six Weeks :: The student is expected to...

- estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary. [11.A]
- perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system. [11.B]
- use concrete models of standard cubic units to measure volume. [11.C]
- estimate volume in cubic units. [11.D]
- explain the difference between weight and mass. [11.E]
- identify the mathematics in everyday situations. [14.A]
- solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness. [14.B]

Mathematics, Grade 4

Sixth Six Weeks :: The student is expected to...

- use a thermometer to measure temperature and changes in temperature.[12.A]
- use tools such as a clock with gears or a stopwatch to solve problems involving elapsed time.[12.B]
- use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation.[13.A]
- select or develop an appropriate problemsolving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and.[14.C]
- use tools such as real objects, manipulatives, and technology to solve problems.[14.D]
- explain and record observations using objects, words, pictures, numbers, and technology.[15.A]
- relate informal language to mathematical language and symbols.[15.B]
- make generalizations from patterns or sets of examples and nonexamples.[16.A]
- justify why an answer is reasonable and explain the solution process.[16.B]

Science, Grade 4

First Six Weeks :: The student is expected to...

- demonstrate safe practices during field and laboratory investigations.[1.A]
- plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology.[2.A]
- collect information by observing and measuring.[2.B]
- analyze and interpret information to construct reasonable explanations from direct and indirect evidence.[2.C]
- communicate valid conclusions.[2.D]
- construct simple graphs, tables, maps, and charts to organize, examine, and evaluate information.[2.E]
- analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information.[3.A]
- draw inferences based on information related to promotional materials for products and services.[3.B]
- represent the natural world using models and identify their limitations.[3.C]
- evaluate the impact of research on scientific thought, society, and the environment.[3.D]
- connect Grade 4 science concepts with the history of science and contributions of scientists.[3.E]
- collect and analyze information using tools including calculators, safety goggles, microscopes, cameras, sound recorders, computers, hand lenses, rulers, thermometers, meter sticks, timing devices, balances, and compasses.[4.A]
- demonstrate that repeated investigations may increase the reliability of results.[4.B]

Second Six Weeks :: The student is expected to...

- identify characteristics that allow members within a species to survive and reproduce.[8.A]
- compare adaptive characteristics of various species.[8.B]
- identify the kinds of species that lived in the past and compare them to existing species.[8.C]
- distinguish between inherited traits and learned characteristics.[9.A]
- identify and provide examples of inherited traits and learned characteristics.[9.B]

Third Six Weeks :: The student is expected to...

- identify and describe the roles of some organisms in living systems such as plants in a schoolyard, and parts in nonliving systems such as a light bulb in a circuit.[5.A]
- predict and draw conclusions about what happens when part of a system is removed.[5.B]
- identify patterns of change such as in weather, metamorphosis, and objects in the sky.[6.A]
- illustrate that certain characteristics of an object can remain constant even when the object is rotated like a spinning top, translated like a skater moving in a straight line, or reflected on a smooth surface.[6.B]
- use reflections to verify that a natural object has symmetry.[6.C]

Fourth Six Weeks :: The student is expected to...

- observe and record changes in the states of matter caused by the addition or reduction of heat.[7.A]
- conduct tests, compare data, and draw conclusions about physical properties of matter including states of matter, conduction, density, and buoyancy.[7.B]

Fifth Six Weeks :: The student is expected to...

- identify and observe effects of events that require time for changes to be noticeable including growth, erosion, dissolving, weathering, and flow.[10.A]
- draw conclusions about "what happened before" using fossils or charts and tables.[10.B]

Sixth Six Weeks :: The student is expected to...

- test properties of soils including texture, capacity to retain water, and ability to support life.[11.A]
- summarize the effects of the oceans on land.[11.B]
- identify the Sun as the major source of energy for the Earth and understand its role in the growth of plants, in the creation of winds, and in the water cycle.[11.C]

Social Studies, Grade 4

Second Six Weeks :: The student is expected to...

- identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived.[1.A]
- compare the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration.[1.B]
- describe the effects of political, economic, and social changes on Native Americans in Texas.[4.D]
- describe a variety of regions in Texas and the Western Hemisphere such as political, population, and economic regions that result from patterns of human activity.[7.A]
- describe a variety of regions in Texas and the Western Hemisphere such as landform, climate, and vegetation regions that result from physical characteristics.[7.B]
- compare the regions of Texas with regions of the United States and other parts of the world.[7.C]
- explain the economic patterns of various early Native-American groups in Texas and the Western Hemisphere. [10.A]
- explain how people in different regions of Texas earn their living, past and present.[13.A]
- explain how geographic factors have influenced the location of economic activities in Texas.[13.B]
- analyze the effects of immigration, migration, and limited resources on the economic development and growth of Texas.[13.C]
- compare how selected Native-American groups governed themselves.[15.A]

Third Six Weeks :: The student is expected to...

- summarize reasons for European exploration and settlement of Texas and the Western Hemisphere.[2.A]
- identify the accomplishments of significant explorers such as Cabeza de Vaca; Christopher Columbus; Francisco Coronado; and Ren Robert Cavelier, Sieur de la Salle and explain their impact on the settlement of Texas.[2.B]
- explain when, where, and why the Spanish established Catholic missions in Texas.[2.C]
- identify the accomplishments of significant empresarios including Moses Austin, Stephen F. Austin, and Martn de Len and explain their impact on the settlement of Texas.[2.D]
- identify the impact of Mexico's independence from Spain on the events in Texas.[2.E]
- analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto.[3.A]
- explain the economic patterns of early European immigrants to Texas and the Western Hemisphere.[10.B]
- identify the economic motivations for European exploration and settlement in Texas and the Western Hemisphere.[11.A]
- identify the economic motivations for Anglo-American colonization in Texas.[11.B]

Fourth Six Weeks :: The student is expected to...

- describe the successes and problems of the Republic of Texas.[3.B]
- explain the events that led to the annexation of Texas to the United States.[3.C]
- explain the impact of the Mexican War on Texas.[3.D]
- identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, and Anson Jones.[3.E]
- describe the impact of the Civil War and Reconstruction on Texas.[4.A]
- describe the development of the free enterprise system in Texas.[12.A]
- describe how the free enterprise system works in Texas.[12.B]
- give examples of the benefits of the free enterprise system in Texas.[12.C]
- identify characteristics of Spanish and Mexican colonial governments and their influence on inhabitants of Texas.[15.B]
- identify the importance of historical figures such as Sam Houston, Barbara Jordan, and Lorenzo de Zavala who modeled active participation in the democratic process.[18.C]
- identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas. [20.A]
- identify customs, celebrations, and traditions of various culture groups in Texas.[20.B]
- summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas.[20.C]

Social Studies, Grade 4

Fifth Six Weeks :: The student is expected to...

- explain the growth and development of the cattle and oil industries.[4.B]
- identify the impact of railroads on life in Texas, including changes to cities and major industries.[4.C]
- apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.[6.A]
- translate geographic data into a variety of formats such as raw data to graphs and maps.[6.B]
- identify clusters of settlement in Texas and explain their distribution.[8.A]
- explain patterns of settlement at different time periods in Texas.[8.B]
- describe the location of cities in Texas and explain their distribution, past and present.[8.C]
- explain the geographic factors that influence patterns of settlement and the distribution of population in Texas, past and present.[8.D]
- describe ways people have adapted to and modified their environment in Texas, past and present.[9.A]
- 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.[9.B]
- analyze the consequences of human modification of the environment in Texas, past and present.[9.C]
- describe the impact of mass production, specialization, and division of labor on the economic growth of Texas. [13.D]
- explain how developments in transportation and communication have influenced economic activities in Texas. [13.E]
- explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.[13.F]
- identify ways in which technological changes have resulted in increased interdependence among Texas, the United States, and the world.[14.A]
- identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world.[14.B]
- explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.[14.C]
- explain the meaning of selected patriotic symbols and landmarks of Texas, including the six flags over Texas, San Jos Mission, and the San Jacinto Monument.[17.A]
- sing or recite Texas, Our Texas.[17.B]
- recite and explain the meaning of the Pledge to the Texas Flag.[17.C]
- describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth. [17.D]
- identify different points of view about an issue or topic.[22.D]
- identify the elements of frame of reference that influenced the participants in an event.[22.E]
- use appropriate mathematical skills to interpret social studies information such as maps and graphs.[22.F]
- 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. [24.A]
- 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.[24.B]

Sixth Six Weeks :: The student is expected to...

- identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, and the growth of aerospace and other technology industries.[5.A]
- identify the accomplishments of notable individuals such as Henry Cisneros, Miriam A. Ferguson, Audie Murphy, Cleto Rodriguez, and John Tower.[5.B]
- identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and the Treaty of Velasco.[16.A]
- identify and explain the basic functions of the three branches of state government.[16.B]
- explain how individuals can participate voluntarily in civic affairs at state and local levels.[18.A]
- explain the role of the individual in state and local elections.[18.B]
- explain how to contact elected and appointed leaders in state and local governments.[18.D]
- identify leaders in state and local governments, including the governor, selected members of the Texas Legislature, and Texans who have been President of the United States, and their political parties.[19.A]
- identify leadership qualities of state and local leaders, past and present.[19.B]
- identify famous inventors and scientists such as Gail Borden, Joseph Glidden, and Patillo Higgins and their contributions.[21.A]

Social Studies, Grade 4

- describe how scientific discoveries and technological innovations have benefited individuals, businesses, and society in Texas.[21.B]
- predict how future scientific discoveries and technological innovations might affect life in Texas.[21.C]
- differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas.[22.A]
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.[22.B]
- organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.[22.C]
- use social studies terminology correctly.[23.A]
- incorporate main and supporting ideas in verbal and written communication.[23.B]
- express ideas orally based on research and experiences.[23.C]
- create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.[23.D]
- use standard grammar, spelling, sentence structure, and punctuation.[23.E]