

Fourth Grade Social Studies Q1

The purpose of this document is to clarify what students should know and be able to do each grading period.

The **Competencies** listed in the table below are developed from the Texas Essential Knowledge and Skills (TEKS) for that grade level. The chart defines which quarter the Competency is reported (Q1 = Grading Period 1, Q2 = Grading Period 2, etc.)

Teachers will report on the competencies using the **Competency Progressions** which are comprised of four proficiency levels (developing (DV), progressing (PG), proficient (PG) and advanced (AV)) and defines the knowledge and skills students will master on their pathway to proficiency. The Learning Progressions for each Competency are below the yearlong outline of the Competencies. Following the Learning Progression are the Competency Success Criteria, which define what a student knows and is able to do related to that competency at the end of a unit or quarter. To see what success on the competencies looks like in a particular unit, please see the **Public Overview** document for the course.

Students who receive a mark of “**Proficient**” meet the grade level expectation for that Competency.

Competencies	Q1	Q2	Q3	Q4
C1—Geographical Regions and American Indians in Texas The student understands how geography has influenced life past and present.	X			
C2—Exploration and Settlement of Texas The student understands the causes and effects of European exploration and colonization of Texas.		X		
C3—Revolution and Republic of Texas The student understands the importance of the Texas Revolution and the Republic of Texas.		X	X	
C4—Challenges, Growth and Change in Texas The student understands the social, economic, and political changes during the second half of the 19th Century.			X	X
C5—Good Times and Hard Times in Texas The student understands important issues, events, and individuals of the 20th century in Texas.				X
C6—Texas Today The student understands the importance of participating in the democratic process and characteristics of the free enterprise system in Texas today.				X
C7—Critical Thinking Skills The student applies critical thinking skills to organize and use information acquired from a variety of sources.	X	X	X	X
C8—Problem Solving-Decision Making The student uses problem-solving and decision-making skills, working independently and with others.		X	X	

Competency Progression 1: Geographical Regions and American Indians in Texas

The student understands how geography has influenced life past and present.

Developing	Progressing	Proficient	Advanced
Define a legend, scale, compass rose, and grid system	Give examples of different types of maps	Create a maps using a variety of tools	Create a map showing the population distribution of Texas
Give examples of different types of landforms and climate	Describe physical features in Texas	Identifies similarities and differences between the regions of Texas including the American Indians that settled there	Compare the geographic regions in Texas to the geographic regions in the United States
Identify and locate the regions of Texas	Describe characteristics of each region in Texas	Explains how geography influences the location of population and location of cities in Texas, and how ancient people adapted to their environment	Analyze the positive and negative consequences of a particular historical event in Texas
Identify major cities in each region	Explain how the population is distributed in Texas	Explain reasons why people have adapted to and modified their environment in Texas	Compare and evaluate the possible origins of American Indian groups in Texas
Give an example of adapting and modify	Describe ways people have adapted to and modified the environment in Texas	Compare the positive and negative consequences of human modification in Texas	Compare the American Indian tribes of Texas to those of other North American tribes or civilizations.
Locate on a globe North America and Asia	Define and describe a hunter-gatherer	Describe how geography influenced the American Indians way of life	
Define adapting	Identify reasons why ancient people adapted to their environment	Compare the ways of life, economic activities, and government of American Indian groups	
Identify early American Indian groups in Texas	Describe the regions where American Indian groups lived	Identify American Indian groups remaining in Texas today	
Identify characteristics of each American Indian group	Explain the economic activities of American Indian groups		
	Identify how American Indians groups governed themselves		

Competency Progression 7: Critical Thinking Skills

The student applies critical thinking skills to organize and use information acquired from a variety of sources.

Developing	Progressing	Proficient	Advanced
<p>Identify a primary or secondary source</p> <p>Gathers information from a text</p> <p>Communicates ideas orally</p>	<p>Compares primary or secondary source</p> <p>Identifies information in a text by Sequencing, categorizing and finding the main idea</p> <p>Expresses ideas orally or in written communication</p> <p>Reproduces visuals and written materials</p>	<p>Uses valid primary and secondary sources</p> <p>Analyzes information by using one or more of the following: 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>Identifies the historical context of an event</p> <p>Expresses ideas orally and in written communication</p> <p>Creates visual and written materials</p>	<p>Makes connections between various primary sources to analyze information</p> <p>Identifies different points of view about an issue or topic</p> <p>Expresses ideas orally or creates written material based on research</p>

