

Fourth Grade Social Studies Q2

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 2: Exploration and Settlement of Texas

The student understands the causes and effects of European exploration and colonization of Texas.

| Developing | Progressing | Proficient | Advanced |
|---|--|---|---|
| <p>Define an explorer</p> <p>Identify the country of origin of those who explored Texas</p> <p>Define colonization, settlement, and missions</p> <p>Describe why Mexico wanted independence from Spain</p> <p>Define an Empresario</p> <p>Give an example of what motivates people to settle in a new place</p> | <p>Summarize motivations for European exploration of Texas</p> <p>Identify the accomplishments of significant explorers of Texas</p> <p>Identify where and when settlements and missions were created</p> <p>Identify important individuals in the Spanish settlement of Texas</p> <p>Identify the impact of the Mexican War of Independence on the development of Texas</p> <p>Identify the role of Empresarios on the settlement of Texas</p> <p>Explain the economic motivations to settle in Texas</p> | <p>Describe areas of Texas that were explored</p> <p>Explain why Spanish established settlements and missions</p> <p>Explain the effects of Spanish settlements in Texas</p> <p>Compare characteristics of the Spanish colonial government and the early Mexican governments in Texas</p> <p>Identify the accomplishments of significant Empresarios on the settlement of Texas</p> <p>Explain how geography influenced where people settled in Texas</p> <p>Explain the economic activities of early settlers to Texas</p> | <p>Compare the motivations of the Spanish explorers of Texas to the English explorers of the American colonies</p> <p>Compare and contrast the characteristics of the early Mexican governments in Texas to the early English colonial government</p> <p>Compare how geography influenced settlement in Texas to the American colonies</p> <p>Compare the economic activities of the early settlers in Texas to the early settlers in the American colonies</p> |

Competency Progression 3: Revolution and Republic of Texas

The student understands the importance of the Texas Revolution and the Republic of Texas.

| Developing | Progressing | Proficient | Advanced |
|---|---|--|--|
| <p>Define a revolution</p> <p>Describe what it means to declare independence</p> <p>Describe the armies of Texas and Mexico during the Texas Revolution</p> <p>Identify major events during the Texas Revolution</p> <p>Describe how wars end and define a treaty</p> | <p>Identify causes of the Texas Revolution</p> <p>Identify the who, what, when, where, and why of the Texas Declaration of Independence</p> <p>Identify significant individuals during the Texas Revolution</p> <p>Describe major events during the Texas Revolution</p> <p>Interpret and summarize the Treaty of Velasco</p> | <p>Explain how certain events led to the Texas Revolution</p> <p>Interpret and summarize key parts of the Texas Declaration of Independence</p> <p>Explain the importance of the Texas Declaration of Independence</p> <p>Summarize the contributions of individuals during the Texas Revolution</p> <p>Sequence major events during the Texas Revolution</p> <p>Explain how the events are connected</p> <p>Explain the effects of the Texas Revolution</p> <p>Identify leaders important to the founding of Texas as a republic</p> <p>Describe the successes, problems, and organizations of the Republic of Texas</p> <p>Identify the purposes and explain the importance of the Texas</p> | <p>Compare the events of the Texas Revolution to those of the American Revolution</p> <p>Compare the Texas Declaration of Independence to the American Declaration of Independence</p> <p>Compare the success and problems of the Republic of Texas to the Newly created United States</p> <p>Compare the purposes and importance of the Texas Constitution to the U.S. Constitution</p> <p>Compare the functions of the three branches of government in Texas to the United States government</p> |

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|--|--|---|--|
| | | Constitution and Meusebach-Comanche Treaty Identify and explain the basic functions of the three branches of government of Texas | |
|--|--|---|--|

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> |

Competency Progression 8: Problem-Solving and Decision-Making

The student uses problem-solving and decision-making skills, working independently and with others.

| Developing | Progressing | Proficient | Advanced |
|---|---|---|---|
| <p>Gathers information</p> <p>Lists information</p> | <p>Gathers information</p> <p>Lists and considers options</p> <p>Thinks about advantages or disadvantages</p> | <p>Gathers information</p> <p>Lists and considers options</p> <p>Considers advantages and disadvantages</p> <p>Chooses a solution</p> <p>Implements a solution</p> <p>Evaluates the effectiveness of the solution</p> | <p>Compares various problems and selects the problem with most priority</p> <p>Analyzes information gathered to come up with more than one solution</p> |