

## **TEKS That Are Covered In This Unit**

### **English/Language Arts**

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:

- (A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);
- (B) eliminate barriers to effective listening (4-8); and
- (C) understand the major ideas and supporting evidence in spoken messages (4-8).

(3) Listening/speaking/appreciation. The student listens, enjoys, and appreciates spoken language. The student is expected to:

- (A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);
- (B) describe how the language of literature affects the listener (4-5); and
- (C) assess how language choice and delivery affect the tone of the message (4-5).

(4) Listening/speaking/culture. The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

- (A) connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening (4-8);
- (B) compare oral traditions across regions and cultures (4-8); and
- (C) identify how language use such as labels and sayings reflects regions and cultures (4-8).

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:

- (A) read classic and contemporary works (2-8);
- (B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and
- (C) 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).

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

- (B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);
- (D) describe mental images that text descriptions evoke (4-8);
- (F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);
- (G) paraphrase and summarize text to recall, inform, and organize ideas (4-8);
- (I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);
- (K) 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); and
- (L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:

- (B) interpret text ideas through such varied means as journal writing, discussion, enactment, media (4-8);
- (D) connect, compare, and contrast ideas, themes, and issues across text (4-8).

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:

(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);

(D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);

(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);

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

(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:

(D) interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions (4-5);

(15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The student is expected to:

(B) write to influence such as to persuade, argue, and request (4-8);

(C) write to inform such as to explain, describe, report, and narrate (4-8);

(E) exhibit an identifiable voice in personal narratives and in stories (4-5);  
and

(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5).

(23) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:

(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8).

## **Mathematics**

(3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals. The student is expected to:

(A) use addition and subtraction to solve problems involving whole numbers.

(4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to:

(B) represent multiplication and division situations in picture, word, and number form;

(7) Patterns, relationships, and algebraic thinking. The student uses organizational structures to analyze and describe patterns and relationships. The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table.

(12) Measurement. The student applies measurement concepts. The student is expected to measure to solve problems involving length, including perimeter, time, temperature, and area.

(14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:

(C) select or develop an appropriate problem-solving 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.

## **Social Studies**

(1) History. The student understands the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European exploration. The student is expected to:

(A) identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived; and

(B) compare the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration.

(2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to:

(A) summarize reasons for European exploration and settlement of Texas and the Western Hemisphere;

(B) identify the accomplishments of significant explorers such as Cabeza de Vaca; Christopher Columbus; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle and explain their impact on the settlement of Texas;

(C) explain when, where, and why the Spanish established Catholic missions in Texas.

(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:

(D) describe the effects of political, economic, and social changes on Native Americans in Texas.

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and

(B) translate geographic data into a variety of formats such as raw data to graphs and maps.

(7) Geography. The student understands the concept of regions. The student is expected to:

(A) 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;

(B) describe a variety of regions in Texas and the Western Hemisphere such as landform, climate, and vegetation regions that result from physical characteristics.

(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:

(A) identify clusters of settlement in Texas and explain their distribution;

- (B) explain patterns of settlement at different time periods in Texas;
- (C) describe the location of cities in Texas and explain their distribution, past and present; and
- (D) explain the geographic factors that influence patterns of settlement and the distribution of population in Texas, past and present.

(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

- (A) describe ways people have adapted to and modified their environment in Texas, past and present;
- (B) identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs; and
- (C) analyze the consequences of human modification of the environment in Texas, past and present.

(11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:

- (A) identify the economic motivations for European exploration and settlement in Texas and the Western Hemisphere.

(15) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:

- (A) compare how selected Native-American groups governed themselves; and
- (B) identify characteristics of Spanish and Mexican colonial governments and their influence on inhabitants of Texas.

(20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:

- (A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas;
- (B) identify customs, celebrations, and traditions of various culture groups in Texas; and

(C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas.

(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) 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;

(B) 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;

(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue or topic;

(E) identify the elements of frame of reference that influenced the participants in an event; and

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communication;

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

(E) use standard grammar, spelling, sentence structure, and punctuation.

(24) 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:

(A) 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

## Science

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:

- (A) plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology;
- (B) collect information by observing and measuring;
- (C) analyze and interpret information to construct reasonable explanations from direct and indirect evidence;
- (D) communicate valid conclusions; and
- (E) construct simple graphs, tables, maps, and charts to organize, examine, and evaluate information.

3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

- (A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;
- (B) draw inferences based on information related to promotional materials for products and services;
- (C) represent the natural world using models and identify their limitations;
- (D) evaluate the impact of research on scientific thought, society, and the environment;

(8) Science concepts. The student knows that adaptations may increase the survival of members of a species. The student is expected to:

- (A) identify characteristics that allow members within a species to survive and reproduce;
- (B) compare adaptive characteristics of various species; and