**We Are Texans Tour TEKS: Grades 4 and 7**

§113.15. Social Studies, Grade 4, Beginning with School Year 2011-2012.

 (5)  Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(b)  Knowledge and skills

(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:

(A)  explain the possible origins of American Indian groups in Texas and North America;

(B)  identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;

(C)  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

(D)  compare the ways of life of American Indian groups in Texas and North America before European exploration.

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

(A)  summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;

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

(C)  explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón;

(D)  identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas; and

(E)  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.

(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:

(A)  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;

(B)  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;

(C)  identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;

(D)  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

(E)  explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War.

(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:

(A)  describe the impact of the Civil War and Reconstruction on Texas;

(B)  explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;

(C)  identify the impact of railroads on life in Texas, including changes to cities and major industries; and

(D)  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.

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

 (B)  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

(C)  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 the world.

(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 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;

(B)  describe and explain the location and distribution of various towns and cities in Texas, past and present; and

 (10)  Economics. The student understands the basic economic activities of early societies in Texas and North America. The student is expected to:

(A)  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

(B)  explain the economic activities early immigrants to Texas used to meet their needs and wants.

(11)  Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:

(A)  describe the development of the free enterprise system in Texas;

(B)  describe how the free enterprise system works, including supply and demand; and

(C)  give examples of the benefits of the free enterprise system such as choice and opportunity.

(12)  Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

(A)  explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services;

(B)  explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas;

(C)  analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas;

(16)  Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:

(A)  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;

(B)  sing or recite "Texas, Our Texas";

(C)  recite and explain the meaning of the Pledge to the Texas Flag; and

(D)  describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth

(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:

(A)  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;

(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, topic, historical event, or current event; and

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

(22)  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.

(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:

(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

(B)  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.

**7th Grade:**

§113.19. Social Studies, Grade 7, Beginning with School Year 2011-2012.

(a)  Introduction.

 (5)  Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(b)  Knowledge and skills.

(1)  History. The student understands traditional historical points of reference in Texas history. The student is expected to:

(A)  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;

(B)  apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and

(C)  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.

(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:

(A)  compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;

(B)  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;

(C)  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;

(D)  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;

(E)  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

(F)  contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.

(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:

(A)  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;

(B)  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;

(C)  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

(D)  explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas.

(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:

(A)  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;

(B)  analyze the causes of and events leading to Texas annexation; and

(C)  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.

(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:

(A)  explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs;

(B)  analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas; and

(C)  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.

(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:

(A)  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;

(B)  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;

(C)  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

(D)  explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.

(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:

(A)  explain the political, economic, and social impact of the oil industry on the industrialization of Texas;

(B)  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**;

(C)  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;

(D)  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;

(E)  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

(F)  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.

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

(A)  create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries; and

(B)  analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.

(13)  Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:

(A)  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**;

(B)  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

(C)  analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets.

(18)  Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A)  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

(B)  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.

(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:

(A)  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;

(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 from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

(D)  identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;

(E)  support a point of view on a social studies issue or event;

(F)  identify bias in written, oral, and visual material;

(G)  evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and

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

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

(A)  use social studies terminology correctly;

(B)  use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;

(C)  transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D)  create written, oral, and visual presentations of social studies information.

(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:

(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

(B)  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.