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SE #	**Student Expectation**	**Grade**	**SE #**
4.1	**History. The student understands the origins, similarities, and differences of American Indian groups in Texas before European exploration. The student is expected to:**		
4.1.A	explain the possible origins of American Indian groups in Texas;	6	6.1.A
4.1.B	identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;	5 and 6	5.17.B-E, 6.1.B, 6.1.C
4.1.C	describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern; and	5 and 6	5.17.B-E, 6.1.B, 6.1.C
4.1.D	locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.	6	6.1.C, 6.2.C, 6.3.A, 6.3.C
4.2	**History. The student understands the causes and effects of European exploration and colonization of Texas. The student is expected to:**		
4.2.A	summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;	6	6.2.B, 6.2.C, 6.3.B
4.2.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;	6	6.3.A, 6.3.B, 6.4.C, 6.5.A, 6.5.B
4.2.C	explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals;	6	6.5.A, 6.5.B, 6.5.C, 6.5.D
4.2.D	identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas; and	7	7.7.C
4.2.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.	7	7.7.E
4.3	**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:**	7	7.8

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SE #	**Student Expectation**	**Grade**	**SE #**
4.3.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;	7	7.8.A, 7.8.B
4.3.B	summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza;	7	7.8.A, 7.8.C
4.3.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;	7	7.8.A, 7.8.B, 7.9.A, 7.9.B
4.3.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	7	7.9.C
4.3.E	explain the events that led to the annexation of Texas to the United States, and the impact of the U.S.-Mexican War.	7	7.7.B, 7.9.D
4.4	**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:**	7	7.12
4.4.A	describe the impact of the Civil War and Reconstruction on Texas;	7	7.12.B, 7.12.C
4.4.B	explain the growth, development, and impact of the cattle industry such as contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;	8	8.1.A
4.4.C	explain the effects of the railroad industry on life in Texas, including changes to cities and major industries; and	7 and 8	7.10.A and 8.1.A
4.4.D	explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo.	8	8.1.D

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SE #	**Student Expectation**	**Grade**	**SE #**
4.5	**History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:**		
4.5.A	explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals; and	8	8.7.B, 8.7.C, 8.9.D
4.5.B	explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including Spindletop and important people such as Pattillo Higgins.	8	8.3.H
4.6	**Geography. The student understands the concept of regions. The student is expected to:**		
4.6.A	identify, locate, and describe the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their characteristics such as landforms, climate, vegetation, and economic activities; and	5 and 6	6.1.B, 5.17.A
4.6.B	compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains.	6	6.1.B
4.7	**Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:**		
4.7.A	explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present; and	6 and 8	6.3.B, 6.5.A, 8.7.D
4.7.B	identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods.	6	6.5.A, 6.5.B, 6.5.C
4.8	**Geography. The student understands how people adapt to and modify their environment. The student is expected to:**		

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SE #	**Student Expectation**	**Grade**	**SE #**
4.8.A	describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams;	5, 6, and 8	5.17.C, 6.1.C, 6.1.D, 6.5.D, 8.12.B
4.8.B	explain 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, facilitate transportation, and enhance recreational activities; and	5 and 6	5.17.C, 6.1.C, 6.3.C, 6.5.B, 6.5.D
4.8.C	compare the positive and negative consequences of human modification of the environment in Texas, past and present.	6th	6.5.B, 6.5.C, 6.5.D
4.9	**Economics. The student understands the basic economic activities of early societies in Texas. The student is expected to:**		
4.9.A	explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting; and	5 and 6	5.17.C, 5.17.E, 6.1.C, 6.1.D, 6.3.A, 6.3.C
4.9.B	explain the economic activities early settlers to Texas used to meet their needs and wants.	6	6.2.B, 6.3.A, 6.3.C, 6.4.C
4.10	**Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:**		
4.10.A	describe how the free enterprise system works, including supply and demand;		
4.10.B	identify examples of the benefits of the free enterprise system such as choice and opportunity; and		
4.10.C	describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom.		
4.11	**Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:**		
4.11.A	identify how people in different regions of Texas earn their living, past and present;	6	6.1.D, 6.5.D

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4.11.B	explain how physical factors such as climate, and natural resources have influenced the location of economic activities in Texas;	6	6.1C, 6.1.D, 6.5.B, 6.5.C
4.11.C	identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas; and	6	6.5.B, 6.5.C, 6.5.D
4.11.D	explain how developments in transportation and communication have influenced economic activities in Texas.	8	8.1.A
4.12	**Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:**		
4.12.A	compare how various American Indian groups such as the Caddo and the Comanche governed themselves; and	6	6.1.C, 6.1.D
4.12.B	compare characteristics of the Spanish colonial government and the early Mexican governments in Texas.	6	6.5.C, 6.5.D
4.13	**Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:**		
4.13.A	identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution;	7	7.8.B
4.13.B	identify and explain the basic functions of the three branches of government according to the Texas Constitution; and		
4.13.C	identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).		
4.14	**Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:**		
4.14.A	explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument;	6	6.3.A
4.14.B	sing or recite "Texas, Our Texas";		
4.14.C	recite and explain the meaning of the Pledge to the Texas Flag; and		

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SE #	**Student Expectation**	**Grade**	**SE #**
4.14.D	describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.	7	7.12.A
4.15	**Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:**		
4.15.A	identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;		
4.15.B	explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects;		
4.15.C	explain the duty of the individual in state and local elections such as being informed and voting;		
4.15.D	identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals; and		
4.15.E	explain how to contact elected and appointed leaders in state and local governments.		
4.16	**Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:**		
4.16.A	identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States; and		
4.16.B	identify leadership qualities of state and local leaders, past and present.		

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SE #	**Student Expectation**	**Grade**	**SE #**
4.17	**Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas culture. The student is expected to:**		
4.17.A	identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, and Fiesta San Antonio; and		
4.17.B	summarize the contributions of artists of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.		
4.18	**Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:**		
4.18.A	identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions; and		
4.18.B	describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.	8	8.10.B
4.19	**Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:**		
4.19.A	differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas;	6th	6.4.C
4.19.B	analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	6th	6.1.B, 6.1.C, 6.5.C, 6.7.E, 6.8.I

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SE #	**Student Expectation**	**Grade**	**SE #**
4.19.C	organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and	6th	6.3.B, 6.5.A, 6.6.A, 6.7.A, 6.7.G
4.19.D	identify different points of view about an issue, topic, historical event, or current event.	6th	6.1.A, 6.1.D, 6.3.A, 6.4.B, 6.4.C,
4.20	**Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:**		
4.20.A	apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and	6th	6.3.B, 6.5.A, 6.6.A, 6.7.A, 6.7.G
4.20.B	interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.	6th	6.3.B, 6.5.A, 6.6.A, 6.7.A, 6.7.G
4.21	**Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:**		
4.21.A	use social studies terminology correctly;		
4.21.B	incorporate main and supporting ideas in verbal and written communication;		
4.21.C	express ideas orally based on research and experiences; and		
4.21.D	create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.		
4.22	**Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:**		
4.22.A	use problem-solving and decision-making processes 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.		

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SE #	**Student Expectation**	**Grade**	**SE #**
7.1	**History. The student understands traditional historical points of reference in Texas history. The student is expected to:**	7	7.9D
7.1.A	identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing 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 Contemporary Texas; and	6 and 7	6.1.A-D, 6.2.A-C, 6.3.A-C, 6.4.A-C, 6.5.A-D, 7.9.D
7.1.B	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.	6, 7, and 8	6.2.A, 6.2.C, 6.4.A, 6.5.B, 7.9.D, 8.3.H (Spindletop)
7.2	**History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:**		
7.2.A	compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;	6	6.1.B, 6.1.C, 6.1.D
7.2.B	identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca, the search for gold, and the conflicting territorial claims between France and Spain;	6	6.2.B, 6.3.A, 6.3.B, 6.7.A, 6.7.B, 6.7.C
7.2.C	identify important individuals, events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Fray Damián Massanet, Antonio Margil de Jesús, and Francisco Hidalgo;	6	6.7.B, 6.7.C, 6.7.D

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SE #	**Student Expectation**	**Grade**	**SE #**
7.2.D	identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, 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;	7	7.7E
7.2.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	7	7.7E
7.2.F	contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.	7	7.7E, 7.9D
7.3	**History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:**	7	7.8
7.3.A	describe the chain 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;	7	7.8A
7.3.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; and	7	7.8C
7.3.C	explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales; the siege of the Alamo, William B. Travis's letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there; the Constitutional Convention of 1836; Fannin's surrender at Goliad; and the Battle of San Jacinto.	7	7.8B
7.4	**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:**	7	7.9, 7.9G, 7.9H

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SE #	**Student Expectation**	**Grade**	**SE #**
7.4.A	identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones such as the Texas Navy, the Texas Rangers, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, slavery, and the roles of racial and ethnic groups;	7	7.9A, 7.9B, 7.9C
7.4.B	analyze the causes of and events leading to Texas annexation such as security and public debt; and	7	7.9C, 7.9D
7.4.C	identify individuals, events, and issues during early Texas statehood, including the U.S.- Mexican War, the Treaty of Guadalupe-Hidalgo, slavery, and the Compromise of 1850.	7	7.9E, 7.9F, 7.9I
7.5	**History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:**		
7.5.A	explain the central role the expansion of slavery played in the involvement of Texas in the Civil War;	7	7.10C, 7.11A
7.5.B	identify significant events concerning Texas and the Civil War such as the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch; and	7	7.11B
7.5.C	explain the political, economic, and social effects of the Civil War and Reconstruction in Texas.	7	7.12D
7.6	**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:**		
7.6.A	identify significant individuals, events, and issues, 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;	8	8.1.D
7.6.B	identify significant individuals, events, and issues, including the development of the cattle industry from its Spanish beginnings and the cowboy way of life;	8	8.1.A

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7.6.C	identify significant individuals, events, and issues, including the effects of the growth of railroads and the contributions of James Hogg; and	8	8.1.A
7.6.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.		
7.7	**History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries. The student is expected to:**		
7.7.A	explain how the oil industry led to the industrialization of Texas;	8	8.3.H, 8.12.E
7.7.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;		
7.7.C	describe and compare the impact of reform movements in Texas in the 19th and 20th centuries such as progressivism, populism, women's suffrage, agrarianism, labor reform, and the conservative movement of the late 20th century;	8	8.4.A, 8.4.C, 8.4.D, 8.3.F
7.7.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 such as 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; and	8	8.11.E, 8.9.E, 8.12.B, 8.11.E, 8.4.A, 8.11.D
7.7.E	analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas.	8	8.5.F, 8.8.F, 8.9.L

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SE #	**Student Expectation**	**Grade**	**SE #**
7.8	**Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:**		
7.8.A	locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions;	6	6.1.B, 6.1.C
7.8.B	locate and compare places of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest; and	6	6.1.C, 6.5.A, 6.5.B
7.8.C	analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.	6 and 7	6.1.C, 6.2.A, 6.3.C, 6.5.C, 7.9G, 7.9H
7.9	**Geography. The student understands the effects of the interaction between humans and the environment in Texas. The student is expected to:**		
7.9.A	identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications; and	6	6.5.B, 6.5.C
7.9.B	explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.	8	8.7.C, 8.7.D
7.10	**Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:**		
7.10.A	identify why immigrant groups came to Texas and where they settled;	7	7.9G, 7.9H, 8.6.C
7.10.B	describe how immigration and migration to Texas have influenced Texas;		

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7.10.C	describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution; and		
7.10.D	analyze the effects of the changing population distribution and growth in Texas and the additional need for education, health care, and transportation.		
7.11	**Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:**		
7.11.A	explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing; and	8	8.12.E
7.11.B	explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.	8	8.3.A
7.12	**Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:**		
7.12.A	explain the impact of national and international markets on the production of goods and services in Texas, including agriculture and oil and gas;	6 and 8	6.5.D, 8.12.F
7.12.B	explain the impact of economic concepts within the free enterprise system such as supply and demand, profit, and world competition on the economy of Texas; and		
7.12.C	analyze the impact of significant industries in Texas such as aerospace, medical, and computer technologies on local, national, and international markets.	8	8.10.B, 8.12.E
7.13	**Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:**		

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7.13.A	identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and		
7.13.B	compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.		
7.14	**Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:**		
7.14.A	describe the structure and functions of government at municipal, county, and state levels; and		
7.14.B	identify major sources of revenue for state and local governments such as property taxes, sales taxes, bonds, and fees.		
7.15	**Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:**		
7.15.A	explain rights of Texas citizens; and		
7.15.B	explain civic responsibilities of Texas citizens and the importance of civic participation.		
7.16	**Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:**		
7.16.A	identify different points of view of political parties and interest groups on important Texas issues, past and present; and		
7.16.B	describe the importance of free speech and press in a democratic society.		
7.17	**Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:**		
7.17.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	8	8.12.B

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SE #	**Student Expectation**	**Grade**	**SE #**
7.17.B	identify the contributions of Texas leaders such as 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.	8	8.8.A
7.18	**Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:**	7	7.9.J
7.18.A	explain how the diversity of Texas is reflected in a variety of cultural activities and celebrations;		
7.18.B	describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;		
7.18.C	identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and	6	6.4.B, 6.5.A, 6.5.B, 6.5.C
7.18.D	identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.	8	8.6.E
7.19	**Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:**	7	7.10A
7.19.A	compare types and uses of technology, past and present;	6	6.2.A
7.19.B	identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.;	8	8.12.E
7.19.C	analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries;	8	8.10.B, 8.12.E

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SE #	**Student Expectation**	**Grade**	**SE #**
7.19.D	evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land; and		
7.19.E	analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.		
7.20	**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 technology. The student is expected to:**		
7.20.A	differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas;	6	6.4.C
7.20.B	analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	6	6.1.B, 6.1.C, 6.5.C, 6.7.E, 6.8.I
7.20.C	organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;	6	6.3.B, 6.5.A, 6.6.A, 6.7.A, 6.7.G
7.20.D	identify bias and points of view from the historical context surrounding an event that influenced the participants;		
7.20.E	support a point of view on a social studies issue or event; and		
7.20.F	evaluate the validity of a source based on corroboration with other sources and information about the author.		
7.21	**Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:**		

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SE #	**Student Expectation**	**Grade**	**SE #**
7.21.A	create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries; and		
7.21.B	analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.		
7.22	**Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:**		
7.22.A	use social studies terminology correctly;		
7.22.B	use effective written communication skills, including proper citations and avoiding plagiarism; and		
7.22.C	create written, oral, and visual presentations of social studies information.		
7.23	**Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes 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.**		