Request to Update Content Reviewed and Accepted by the State Review Panel (SRP)

Proposed changes shall be made available for public review on Texas Education Agency's website for a minimum of seven calendar days prior to approval.

Proclamation Year: 2015 Publisher: Studies Weekly, Inc. Subject Area/Course: Social Studies Grade 4

Adopted Program Information:

Title: Texas Studies Weekly: Fourth Grade ISBN: 978-1-936766-64-2

Enter the identical Program Title of your identical product that will contain the identical updates. Identical Program Title: N/A Identical Program ISBN:N/A

Adopted Component Information

Title: Texas Studies Weekly: Fourth Grade Teacher Edition ISBN: 978-1-936766-64-2

Enter the identical component title of your identical product that will contain the identical updates. Identical Component Title: N/A Identical Component ISBN:N/A

Publisher's overall rationale for this update

As requested by the TEA, Studies Weekly is providing all new standards alignment forms for our updated publications to support the streamlined TEKS.

As requested by the TEA, Studies Weekly also updated the frontmatter in our Teacher Editions to include the correct notation of the Streamlined TEKS. This is a documentation of these updates to the Teacher Edition front matter.

Publisher's overall description of the change

Studies Weekly is providing the TEA's alignment form for each grade level in Excel format.

We list the standards at the beginning of every Unit and Week of content in the Teacher Edition. We have updated these lists to include the correct notation of the Streamlined TEKS.

Access Information

Enter access information below to the adopted version of the instructional materials and the proposed new content.

Currently Adopted Content URL: https://online.studiesweekly.com Currently Adopted Content Username: TXreview Currently Adopted Content Password: Demo2024

Proposed Updated Content URL: https://online.studiesweekly.com Proposed Updated Content Username: TXreview Proposed Updated Content Password: Demo2024

Update comparison:

Each change in the component on this form should be documented in the update comparison below. You must submit a separate request for **each component**, not each change. (**Note**: Repeat this section as often as needed by copying and pasting the entire area from the (SE)(Breakout(s)) and (Citation Type(s)) to the dividing line for each change.)

(SE)(Breakout(s)) and (Citation Type(s))

The Standards section in the frontmatter of our Teacher Editions was never cited in our correlations, therefore we don't have any breakouts to reference in these changes, nor would they apply to any citation types. We are just updating the notation of the TEKS in our frontmatter, which is a reference tool only.

Description of the specific location and hyperlink to the exact location of currently adopted content In the left navigation panel of the Teacher Edition, click Unit 1. Standards are listed at the top of the web page.

https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854c2beeba131ff/publications/120/teacher-resources

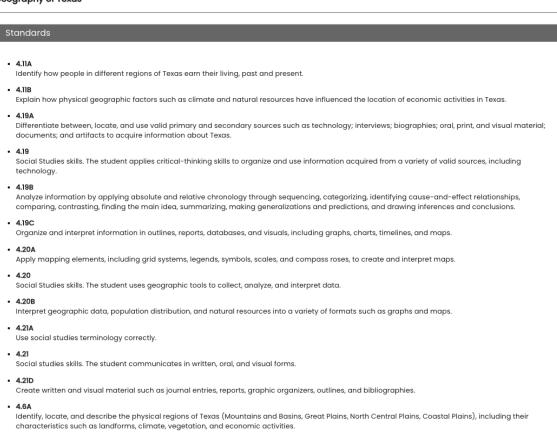
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Screenshot of Currently Adopted Content

Unit 1

Geography of Texas

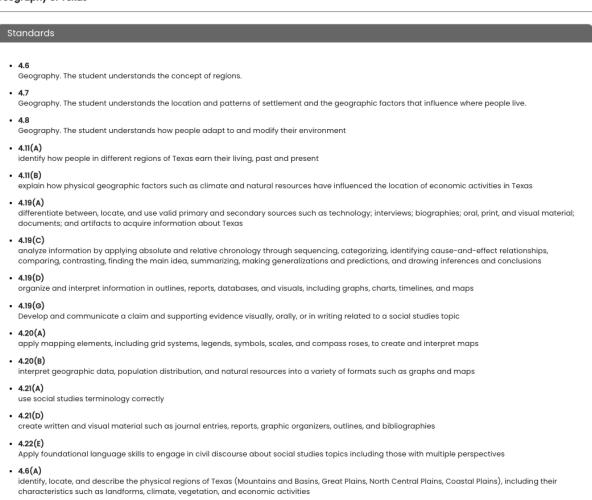


Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Unit 1

Geography of Texas



(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

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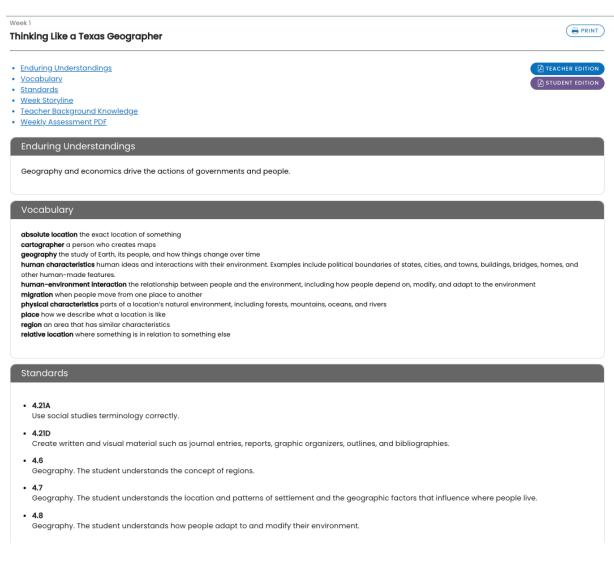
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Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.



Screenshot of Proposed New Content

Week 1 Thinking Like a Texas Geographer
 Enduring Understandings Standards Week Storyline Teacher Background Knowledge Weekly Assessment PDF
Enduring Understandings
Geography and economics drive the actions of governments and people.
Standards
• 4.6 Geography. The student understands the concept of regions.
• 4.7 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.
• 4.8 Geography. The student understands how people adapt to and modify their environment
• 4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
4.21(A) use social studies terminology correctly
• 4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
• 4.22(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

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Screenshot of Currently Adopted Content

Week 2 Map Skills and Location
 Enduring Understandings Vocabulary Standards Week Storyling Teacher Background Knowledge Weekly Assessment PDF
Enduring Understandings
Geography and economics drive the actions of governments and people.
Vocabulary
cartographer a person who creates maps and decides what to include on them compass rose a symbol that shows the cardinal directions cultural maps maps that identify community cultures and resources physical map a map that shows the natural features of an area political map a map that shows the borders of regions, countries, states, and cities population map a map used to show the overall distribution of the population within a particular area or region
Standards
• 4.19C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
• 4.20A Apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps.
• 4.20B Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 2	
Map Skills and Location	
Enduring Understandings Standards	TEACHER EDITION
Week Storyline	STUDENT EDITION
Teacher Background Knowledge	
Weekly Assessment PDF	
Enduring Understandings	
Geography and economics drive the actions of governments and people.	
Standards	
 4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps 	
• 4.20(A)	
apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps	
• 4.20(B)	
interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps	

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 3. Standards are listed at the top of the web page.

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Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Standards Week Storyline Curriculum Notes Weekly Assessment PDF Standards	
Standards	
• 4.11A Identify how people in different regions of Texas earn their living, past and present.	
• 4.11B Explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas.	
• 4.20A Apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps.	
• 4.20B Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.	
• 4.6A 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.	
• 4.6B Compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains).	
• 4.7A Explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past a present.	nd

Screenshot of Proposed New Content

egions of Texas	
Standards Week Storyline Teacher Background Knowledge Curriculum Notes Weekly Assessment PDF	
Standards	
 4.11(A) identify how people in different regions of Texas earn their living, past and present 	
 4.11(B) explain how physical geographic factors such as climate and natural resources have influenced the location of econom 	ic activities in Texas
4.19(b) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and m	aps
 4.20(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret r 	naps
4.20(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and m	naps
 4.6(A) identify, locate, and describe the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coc characteristics such as landforms, climate, vegetation, and economic activities 	istal Plains), including their
4.6(B) compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains)	
 4.7(A) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution present 	of population in Texas, past and

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content In the left navigation panel of the Teacher Edition, click Week 4. Standards are listed at the top of the web page.

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Description of the specific location and hyperlink to the exact location of the proposed new content In the left navigation panel of the Teacher Edition, click Week 4. Standards are listed at the top of the page.

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Screenshot of Currently Adopted Content

Week 4

Standards Week Storyline Teacher Background Knowledge Weekly Assessment PDF	_
Standards	
 4.11B Explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas. 4.19A Differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual mate 	origle
 4.198 Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, 	, incl.
 comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. 4.19C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. 	
• 4.20A Apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps.	
• 4.20B Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.	
4.21A Use social studies terminology correctly.	
4.21D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.	
• 4.7B Identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods.	
• 4.9B Explain the economic activities early settlers to Texas used to meet their needs and wants.	

Screenshot of Proposed New Content

Week 4

xas Locations: Then and Now	PRINT
Standards Week Storyline Teacher Background Knowledge Weekly Assessment PDF	
Standards	
 4.11(B) explain how physical geographic factors such as climate and natural resources have influenced the location of econor 	nic activities in Texas
 4.19(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographie documents; and artifacts to acquire information about Texas 	es; oral, print, and visual material;
 4.19(c) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing infe 	
 4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and r 	naps
• 4.19(G) Develop and communicate a claim and supporting evidence visually, or ally, or in writing related to a social studies topi	ic
 4.20(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret 	: maps
 4.20(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and interpret geographic data. 	maps
 4.21(A) use social studies terminology correctly 	
 4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies 	
 4.22(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple 	e perspectives
• 4.7(B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods	
• 4.9(B) explain the economic activities early settlers to Texas used to meet their needs and wants	

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Unit 2. Standards are listed at the top of the web page.

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Screenshot of Currently Adopted Content

Unit 2

American Indian Life in Texas

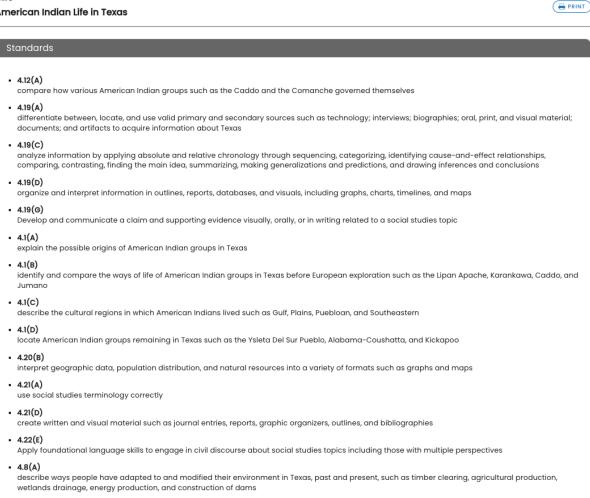
Standards
4.12A Compare how various American Indian groups such as the Caddo and the Comanche governed themselves.
• 4.19A Differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas.
• 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.
 4.19B 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.
• 4.19C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
• 4.1A Explain the possible origins of American Indian groups in Texas.
• 4.1 History. The student understands the origins, similarities, and differences of American Indian groups in Texas [and North America] before European exploration.
• 4.1B 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.
• 4.1C Describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern.
• 4.1D Locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.
• 4.20B Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
4.21A Use social studies terminology correctly.
• 4.21D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Unit 2

American Indian Life in Texas



(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content In the left navigation panel of the Teacher Edition, click Week 5. Standards are listed at the top of the web page.

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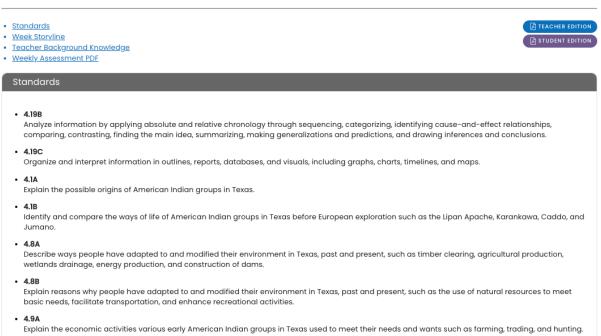
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Screenshot of Currently Adopted Content

Week 5

American Indians of Texas



Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

eek 5 Gerint Contraction Indians of Texas
Standards Week Storyline Teacher Background Knowledge Weekly Assessment PDF
Standards
 4.19(C) 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 4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
• 4.1(A) explain the possible origins of American Indian groups in Texas
• 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
• 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
 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

• 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

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(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content In the left navigation panel of the Teacher Edition, click Week 6. Standards are listed at the top of the web page.

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Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Week 6 Culture and Lifestyle of American Indians in Texas
Standards Week Storyline Teacher Background Knowledge Weekly Assessment PDE
Standards
 4.12A Compare how various American Indian groups such as the Caddo and the Comanche governed themselves. 4.19A
 4.19A 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.
 4.19B 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.
• 4.19C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
• 4.1C Describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern.
• 4.20B Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
4.21A Use social studies terminology correctly.
• 4.21D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
• 4.9A Explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting.

Screenshot of Proposed New Content

Week 6

ture and Lifestyle of American Indians in Texas	
andards <u>eek Storyline</u> eacher Background Knowledge 'eekly Assessment PDF	D TEACHER EDITIO
tandards	
4.12(A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves	
4.19(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographie documents; and artifacts to acquire information about Texas	s; oral, print, and visual material;
4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause- comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing infer	
4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and n	naps
4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topi	c
4.1(C) describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern	
4.20(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and r	naps
4.21(A) use social studies terminology correctly	
4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies	
4.22(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple	perspectives
4.9(A) explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such	n as farming, trading, and hunting

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

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Screenshot of Currently Adopted Content

Week 7

<u>Vocabulary</u>

American Indians of Texas: Past and Present



vocabalary	I TEACHER EDITION
<u>Standards</u>	A STUDENT EDITION
Week Storyline	
Teacher Background Knowledge	
Weekly Assessment PDF	
Vocabulary	
alguacil the traditional sheriff of the Ysleta Del Sur Pueblo tribe	
cacique the religious leader of the Ysleta Del Sur Pueblo tribe	
federally recognized tribes tribes that have an official relationship with the U.S. government	
powwow a cultural event where tribal members gather to perform traditional songs and dances and display American Indian art, jewelry, pottery, and many of	other items
state-recognized tribes tribes have a relationship with state governments, but they do not have sovereignty like federally recognized tribes	
Standards	
• 4.19B	
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect rela	tionships,
comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conc	lusions.
4100	
 4.19C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. 	
organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, umelines, and maps.	
• 4.ID	
Locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.	
• 4.21A	
Use social studies terminology correctly.	
• 4.21D	
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.	

Screenshot of Proposed New Content

Week 7	>
American Indians of Texas: Past and Present)
Standards Meek Storyline Teacher Background Knowledge Weekly Assessment PDF	< - I
Standards	
 4.19(C) 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 	
• 4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps	
• 4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic	
• 4.1(D) locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo	
4.21(A) use social studies terminology correctly	
• 4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies	
• 4.22(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives	

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

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Screenshot of Currently Adopted Content

 Standards 4.11 Economics. The student understands patterns of work and economic activities in Texas. 4.11C Identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas. 4.12 Government. The student understands how people organized governments in different ways during the early development of Texas. 4.128 Compare characteristics of the Spanish colonial government and the early Mexican governments in Texas. 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. 4.19 Malyze information by opplying 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. 4.19C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. 4.20 Social Studies skills. The student uses geographic tools to collect, analyze, and interpret data. 4.20B Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps. 4.21 Use social studies terminology correctly. 4.21 	ation and Settlement	PRINT
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Use social studies terminology correctly. • 4.21		
Social studies skills. The student communicates in written, oral, and visual forms.	,21 ocial studies skills. The student communicates in written, oral, and visual forms.	
4.21B Incorporate main and supporting ideas in verbal and written communication.		
4.21C Express ideas orally based on research and experiences.		
• 4.21D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.		

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Unit 3 Exploration and Settlement	
Standards	
• 4.11(c) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas	
 4.12(B) compare characteristics of the Spanish colonial government and the early Mexican governments in Texas 	
• 4.19(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources	
 4.19(c) 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 	
• 4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps	
 4.19(F) Identify the central claim in a primary or secondary source 	
• 4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic	
• 4.20(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps	
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	
• 4.21(b) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies	
 4.22(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages of disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution 	ind
 4.22(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives 	
• 4.2(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition and the desire for expansion	sion

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content In the left navigation panel of the Teacher Edition, click Week 8. Standards are listed at the top of the web page.

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Standards Week Storyling Teacher Background Knowledge Weekly Assessment PDF
Standards
• 4.11C Identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.
 4.19B 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.
• 4.19C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
• 4.20B Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
4.21A Use social studies terminology correctly.
4.21D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
• 4.2A Summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion.

Screenshot of Proposed New Content

Week 8 **European Exploration** Standards Week Storyline Teacher Background Knowledge Weekly Assessment PDF Standards • 4.11(C) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas 4.19(C) 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 4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps 4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic 4.20(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps 4.21(A) use social studies terminology correctly • 4.21(D) create written and visual material such as journal entries, reports, araphic organizers, outlines, and biblioaraphies 4.22(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives • 4.2(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition and the desire for expansion

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4.19C Organize and interpret information in ou	tlines, reports, databases, and visuals, including graphs, charts, timelines,	, and maps.
4.21A Use social studies terminology correctly		
4.21D Create written and visual material such	as journal entries, reports, graphic organizers, outlines, and bibliographies	S.
4.2B Identify the accomplishments and explo Sieur de la Salle, on the settlement of Te	in the impact of significant explorers, including Cabeza de Vaca; Francisc cas.	co Coronado; and René Robert Cavelier
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Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Week 10 Early Settlers and Spanish Missions of Texas Vocabulary <u>Standards</u> 🕅 STUDENT EDITIO Week Storyline <u>Teacher Background Knowledge</u> Weekly Assessment PDF mission a religious institution where people lived, worked, and learned about Christian beliefs and traditions missionaries religious figures who wanted to convert others to their religion presidio a military fort used for protection pueblo settlements created for Spanish settlers who were not soldiers, priests, or missionaries rancho Spanish cattle farm Standards 4.19B 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 · 4.19C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. 4.21A Use social studies terminology correctly. 4.21B Incorporate main and supporting ideas in verbal and written communication. 4.21C Express ideas orally based on research and experiences. 4.21D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies 4.22A 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. • 4.2A Summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion. • 4.2C Explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals.

Screenshot of Proposed New Content

Week 10

Week 10 Early Settlers and Spanish Missions of Texas	PRINT
Standards Week Storyline Teacher Background Knowledge Weekly Assessment PDF	TEACHER EDITION
Standards	
 4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-a comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inference 	
• 4.19(p) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and ma	aps
• 4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic	
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	
 4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies 	
 4.22(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution 	, consider advantages and
 4.22(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple p 	perspectives
 4.2(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition of 	and the desire for expansion
4.2(C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important in	ndividuals
• 4.7(A) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of	of population in Texas, past and

(SE)(Breakout(s)) and (Citation Type(s))

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Description of the specific location and hyperlink to the exact location of currently adopted content

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Week 11

Mexican War of Independence

Standards Week Storyline Teacher Background Knowledge Weekly Assessment PDF
Standards
 4.12B Compare characteristics of the Spanish colonial government and the early Mexican governments in Texas. 4.19B 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.
• 4.19C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
4.21A Use social studies terminology correctly.
4.21B Incorporate main and supporting ideas in verbal and written communication.
4.21C Express ideas orally based on research and experiences.
• 4.21D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
• 4.2D Identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas.
Week Storyline
Students will learn about the Mexican War of Independence and its impact on Texas.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 11

exican War of Independence	PRINT
Standards Week Storyline Teacher Background Knowledge Weekly Assessment PDF	E TEACHER EDITION
Standards	
• 4.12(B) compare characteristics of the Spanish colonial government and the early Mexican governments in Texas	
 4.19(B) differentiate and compare the information about a specific issue or event provided in primary and secondary source 	es
 4.19(c) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cau comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing in 	
 4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and 	d maps
 4.19(F) Identify the central claim in a primary or secondary source 	
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 	
 4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies 	
 4.2(D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas 	

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Unit 4

Revolution, Republic, and Statehood

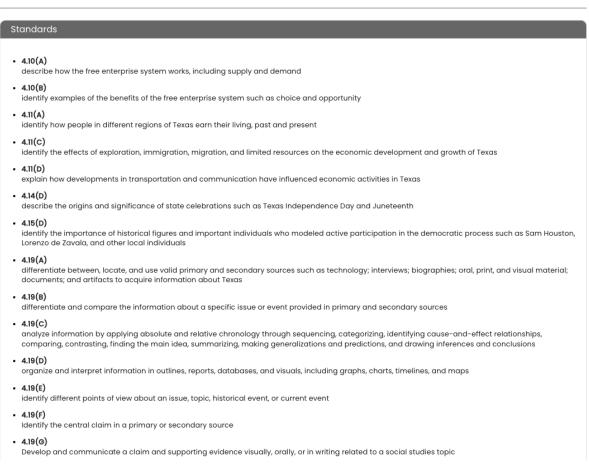
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Standards	
4.10A Describe how the free enterprise system works, including supply and demand.	
4.10B Identify examples of the benefits of the free enterprise system such as choice and opportunity.	
4.11A Identify how people in different regions of Texas earn their living, past and present.	
4.11 Economics. The student understands patterns of work and economic activities in Texas.	
4.11C Identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.	
4.11D Explain how developments in transportation and communication have influenced economic activities in Texas.	
4.14 Citizenship. The student understands important customs, symbols, and celebrations of Texas.	
4.14D Describe the origins and significance of state celebrations such as Juneteenth.	
4,15 Citizenship. The student understands the importance of active individual participation in the democratic process.	
• 4.15D Identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Barbara Jordan, Ann Richards, Henry B. Gonzalez, Wallace Jefferson, and other local individuals.	
 4.19A 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. 	
• 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.	
 4.19B 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. 	
• 4.19C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.	
 4.3C Identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Jones. 	Anson
• 4.3D Describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, with American Indians, and the Texas Rangers.	elatior
• 4.3E Explain the events that led to the annexation of Texas to the United States and the impact of the U.SMexican War.	
• 4.7A Explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, present.	oast a
• 4.7 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.	
4.9B Explain the economic activities early settlers to Texas used to meet their needs and wants.	

Need more resources?

Screenshot of Proposed New Content

Unit 4

Revolution, Republic, and Statehood



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Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Week 12 The Texas Revolution • <u>Standards</u> Week Storyline STUDENT EDITION <u>Teacher Background Knowledge</u> Weekly Assessment PDF 4.10B Identify examples of the benefits of the free enterprise system such as choice and opportunity. • 4.14D Describe the origins and significance of state celebrations such as Juneteenth. • 4.19B 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. • 4.19C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. 4.19D Identify different points of view about an issue, topic, historical event, or current event, • 4.21A Use social studies terminology correctly. 4.21B Incorporate main and supporting ideas in verbal and written communication. • 4.21C Express ideas orally based on research and experiences. · 4 21D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. • 4.2E 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. 4.3A 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. 4.9B Explain the economic activities early settlers to Texas used to meet their needs and wants.

Screenshot of Proposed New Content

Week 12 The Texas Revolution <u>Standards</u> A TEACHER EDITIO Week Storyline STUDENT EDITION Teacher Background Knowledge Weekly Assessment PDF Standards • 4.10(B) identify examples of the benefits of the free enterprise system such as choice and opportunity 4.14(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth 4.19(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources 4.19(C) 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 4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including araphs, charts, timelines, and maps 4.19(E) identify different points of view about an issue, topic, historical event, or current event 4.19(G) Develop and communicate a claim and supporting evidence visually, or ally, or in writing related to a social studies topic • 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 4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies 4.22(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives 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

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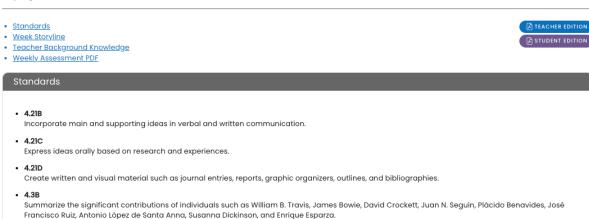
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Screenshot of Currently Adopted Content

Week 13

Key Figures of the Texas Revolution



Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Pek 13 By Figures of the Texas Revolution	
Standards Week Storyline Teacher Background Knowledge Weekly Assessment PDF	TEACHER EDITION
Standards	
 4.19(F) Identify the central claim in a primary or secondary source 	
4.21(B) incorporate main and supporting ideas in verbal and written communication	
4.21(C) express ideas orally based on research and experiences	
4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies	
 4.3(B) summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson and Enrique Esparza 	, Plácido Benavides, José

(SE)(Breakout(s)) and (Citation Type(s))

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Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

he Republic of Texas	
<u>Vocabulary</u> <u>Standards</u> <u>Week Storyline</u> <u>Teacher Background Knowledge</u> <u>Weekly Assessment PDF</u>	TEACHER EDITIO
Vocabulary	
bicameral legislature a legislative group or branch of government that is divid promissory note a written note to pay for items at a later date	ed into two houses
Standards	
	through sequencing, categorizing, identifying cause-and-effect relationships, ng generalizations and predictions, and drawing inferences and conclusions.
Analyze information by applying absolute and relative chronology comparing, contrasting, finding the main idea, summarizing, mak • 4.21A	ng generalizations and predictions, and drawing inferences and conclusions.
 Analyze information by applying absolute and relative chronology comparing, contrasting, finding the main idea, summarizing, mak 4.21A Use social studies terminology correctly. 4.21B 	ng generalizations and predictions, and drawing inferences and conclusions.
 Analyze information by applying absolute and relative chronology comparing, contrasting, finding the main idea, summarizing, make 4.21A Use social studies terminology correctly. 4.21B Incorporate main and supporting ideas in verbal and written com 4.21C 	ng generalizations and predictions, and drawing inferences and conclusions. munication.
 Analyze information by applying absolute and relative chronology comparing, contrasting, finding the main idea, summarizing, make 4.21A Use social studies terminology correctly. 4.21B Incorporate main and supporting ideas in verbal and written com 4.21C Express ideas orally based on research and experiences. 4.21D Create written and visual material such as journal entries, reports, 4.3C 	ng generalizations and predictions, and drawing inferences and conclusions. munication.

Screenshot of Proposed New Content

-	
Standards	E TEACHER
Week Storyline	STUDENT E
<u>Teacher Background Knowledge</u> Weekly Assessment PDF	
Standards	
	and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
 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 an 	nd experiences
 4.21(D) create written and visual material such as 	s journal entries, reports, graphic organizers, outlines, and bibliographies
	g processes to identify a problem, gather information, list and consider options, consider advantages and solution, and evaluate the effectiveness of the solution
 4.3(C) identify leaders important to the founding Jones 	of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Ansor
 4.3(D) describe the successes, problems, and org with American Indians, and the Texas Range 	ganizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relatio gers

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

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Screenshot of Currently Adopted Content

Week 15

The Annexation of Texas

• <u>Vocabulary</u>

- <u>Standards</u>
- Week Storyline
- <u>Teacher Background Knowledge</u>
 <u>Weekly Assessment PDF</u>

Hookiy Hoodonnon

Vocabulary

annexation including or adding

Manifest Destiny the idea that Americans were justified in claiming land from anyone who opposed them

Standards

4.19A

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.

4.19B

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.

• 4.19C

Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

4.19D

Identify different points of view about an issue, topic, historical event, or current event.

4.20B

Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.

- 4.21A
- Use social studies terminology correctly.
- 4.21B
- Incorporate main and supporting ideas in verbal and written communication.
- 4.21C
 Express ideas orally based on research and experiences.
- 4.21D
- Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- 4.3E

Explain the events that led to the annexation of Texas to the United States and the impact of the U.S.-Mexican War.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

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STUDENT EDITION

Annexation of Texas	
tandards Veek Storyline eacher Background Knowledge /eekly Assessment PDF	E TEACHER EDITI
itandards	
 4.19(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; l documents; and artifacts to acquire information about Texas 	biographies; oral, print, and visual material;
 4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identify comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and dre 	
 4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timel 	lines, and maps
 4.19(E) identify different points of view about an issue, topic, historical event, or current event 	
• 4.19(F) Identify the central claim in a primary or secondary source	
• 4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social s	tudies topic
 4.20(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as gr 	aphs and maps
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	
• 4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliograp	phies
 4.22(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with 	th multiple perspectives
• 4.3(E)	

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 16. Standards are listed at the top of the web page.

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In the left navigation panel of the Teacher Edition, click Week 16. Standards are listed at the top of the page.

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Screenshot of Currently Adopted Content

Week 16 Texas is Growing <u>Standards</u> 🖹 TEACHER EDITIC Week Storyline STUDENT EDITION • Teacher Background Knowledge Weekly Assessment PDF • 4.10A Describe how the free enterprise system works, including supply and demand. • 4.11A Identify how people in different regions of Texas earn their living, past and present. 4.11C Identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas. 4.11D Explain how developments in transportation and communication have influenced economic activities in Texas. • 4.15D Identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Barbara Jordan, Ann Richards, Henry B. Gonzalez, Wallace Jefferson, and other local individuals. • 4.19A 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. 4.19B 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. · 4.19C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. 4.19D Identify different points of view about an issue, topic, historical event, or current event. 4.21A Use social studies terminology correctly. 4.21B Incorporate main and supporting ideas in verbal and written communication. • 4.21C Express ideas orally based on research and experiences.

Screenshot of Proposed New Content

as is Growing	
tandards Veek Storyline eacher Background Knowledge Veekly Assessment PDF	TEACHER EDITION
tandards	
 4.10(A) describe how the free enterprise system works, including supply and demand 	
4.11(A) identify how people in different regions of Texas earn their living, past and present	
 4.11(C) identify the effects of exploration, immigration, migration, and limited resources on the economic development an 	d growth of Texas
4.11(D) explain how developments in transportation and communication have influenced economic activities in Texas	
4.15(D) identify the importance of historical figures and important individuals who modeled active participation in the den Lorenzo de Zavala, and other local individuals	nocratic process such as Sam Houston,
4.19(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biogra documents; and artifacts to acquire information about Texas	aphies; oral, print, and visual material;
4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying co comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing	
4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, o	and maps
4.19(E) identify different points of view about an issue, topic, historical event, or current event	
4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies	s topic
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	

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

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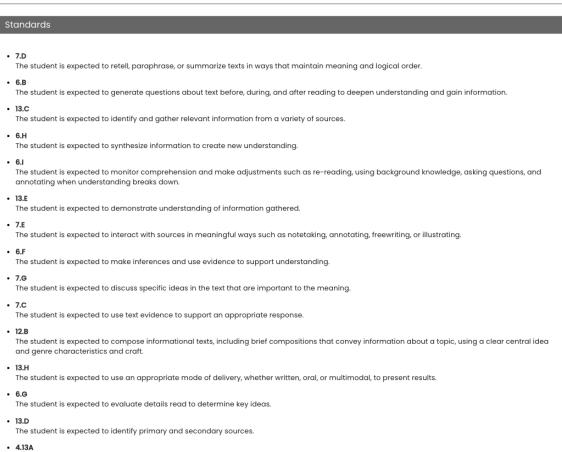
Description of the specific location and hyperlink to the exact location of the proposed new content In the left navigation panel of the Teacher Edition, click Unit 5. Standards are listed at the top of the page.

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Screenshot of Currently Adopted Content

Unit 5

Developing a Texas Government



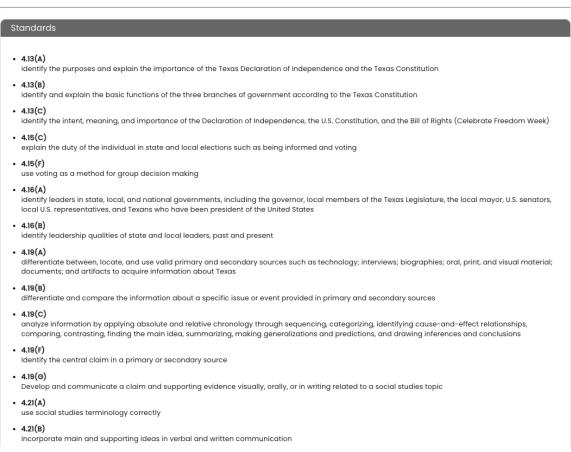
Identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Unit 5

Developing a Texas Government



(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

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Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 17. Standards are listed at the top of the page.

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Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Week 17 Texas Government • <u>Vocabulary</u> TEACHER EDITION <u>Standards</u> 🔊 STUDENT EDITIO Week Storyline <u>Teacher Background Knowledge</u> Weekly Assessment PDF checks and balances each branch of the U.S. government has the power to check on the other two common good working to create laws and rules that benefit every federal government leads our country with a system of checks and balances and shares its power with state governments. local government leads our towns, cities, and counties petition a written request to a government official signed by many citizens political party a group of people who share the same basic views about government state government controls laws within each state 4.13B Identify and explain the basic functions of the three branches of government according to the Texas Constitution. 4.15C Explain the duty of the individual in state and local elections such as being informed and voting. 4.16A 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. 4.16B Identify leadership qualities of state and local leaders, past and present. • 4.21A Use social studies terminology correctly. 4.21B Incorporate main and supporting ideas in verbal and written communication. • 4.21D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

Screenshot of Proposed New Content

bek 17 exas Government	PRIN
Standards Week Storyline Teacher Background Knowledge Weekly Assessment PDF	
Standards	
• 4.13(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution	
 4.15(C) explain the duty of the individual in state and local elections such as being informed and voting 	
 4.15(F) use voting as a method for group decision making 	
4.16(A) identify leaders in state, local, and national governments, including the governor, local members of the Texas Legis local U.S. representatives, and Texans who have been president of the United States	slature, the local mayor, U.S. senators,
 4.16(B) identify leadership qualities of state and local leaders, past and present 	
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	
4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies	
 4.22(A) Use democratic procedures to simulate making decisions on school, local, or state issues 	

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 18. Standards are listed at the top of the web page.

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Screenshot of Currently Adopted Content

Week 18

Important Documents in Texas History

Vocabulary Standards Summary of the Week; Teacher Background Knowledge; Weekly Assessment PDF	_
Vocabulary	
charter a legal document issued by a ruler or a government to a person or group of people constitution a written document that outlines the rules and laws of a nation or state declaration a formal statement or proclamation petition a letter or document asking for something to be done that is signed by people sharing the same opinion treaty a legal document that is created to end a conflict	
Standards	
 4.13A Identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution. 4.19A 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. 4.21D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. 	
aroute written and visual material such as journer entries, reports, graphic organizers, data honographies.	

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 18 Important Documents in Texas History	TUIS
Standards Summary of the Week: Teacher Background Knowledge: Weekly Assessment PDE	
Standards	
• 4.13(A) identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution	
 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 	
• 4.19(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources	
• 4.19(F) Identify the central claim in a primary or secondary source	
• 4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic	
• 4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies	
• 4.22(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives	

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Week 19

Insert a screenshot of your currently adopted content.

<u>Vocabulary</u> <u>Standards</u> <u>Week Storyline</u> <u>Teacher Background Knowledge</u> <u>Weekly Assessment PDF</u>	E TEACHER EDITIO
Vocabulary	
civil discourse when each side tries to persuade people to their views and beliefs in a respectful and open manner due process a legal process to determine whether you are guilty of a crime; the right to due process is guaranteed in the Fifth Amendment search look through search warrant written permission to search someone's home or property selze take private property based on evidence of wrongdoing treason giving aid and comfort to enemies or waging war against the United States unallenable something that cannot be take away	
Standards	
• 4.13C Identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrat	e Freedom Week).
 4.19A Differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, a documents; and artifacts to acquire information about Texas. 	nd visual material;
 4.19B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect re comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and co 	
4.21A Use social studies terminology correctly.	
4.21B Incorporate main and supporting ideas in verbal and written communication.	
• 4.21C	
Express ideas orally based on research and experiences.	

Week 19

Celebrate Freedom

Standards		TEACHER EDITIO
Veek Storyline		🕞 STUDENT EDITIO
eacher Background Knowl	edge	
<u>Neekly Assessment PDF</u>		
Standards		
• 4.13(C)		
identify the intent, mear	ning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bi	II of Rights (Celebrate Freedom Week)
	ocate, and use valid primary and secondary sources such as technology; interviews; biog ts to acquire information about Texas	raphies; oral, print, and visual material;
4.19(B)		
differentiate and compo	are the information about a specific issue or event provided in primary and secondary so	urces
	applying absolute and relative chronology through sequencing, categorizing, identifying (, finding the main idea, summarizing, making generalizations and predictions, and drawin	
4.19(F) Identify the central clair	n in a primary or secondary source	
4.19(G) Develop and communic	ate a claim and supporting evidence visually, orally, or in writing related to a social studie	es topic
4.21(A) use social studies termi	nology correctly	
4.21(B) incorporate main and s	upporting ideas in verbal and written communication	
4.21(C) express ideas orally bas	ed on research and experiences	
4.21(D) create written and visua	al material such as journal entries, reports, graphic organizers, outlines, and bibliographie:	s
4.22(E)	uage skills to engage in civil discourse about social studies topics including those with m	

(SE)(Breakout(s)) and (Citation Type(s))

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Description of the specific location and hyperlink to the exact location of currently adopted content

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Unit 6

Civil War and Reconstruction in Texas

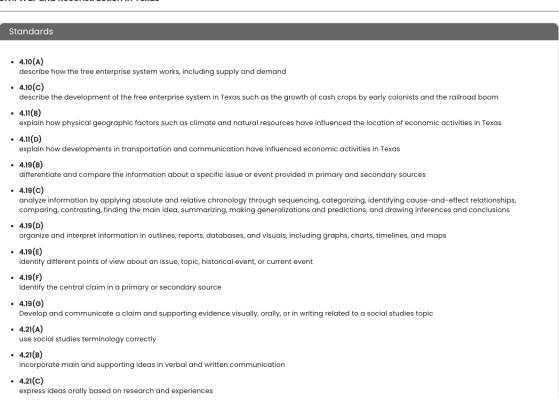


Standards
4.10A Describe how the free enterprise system works, including supply and demand.
 4.10 Economics. The student understands the characteristics and benefits of the free enterprise system in Texas.
4.10C Describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom.
 4.11 Economics. The student understands patterns of work and economic activities in Texas.
• 4.11B Explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas.
 4.1ID Explain how developments in transportation and communication have influenced economic activities in Texas.
4.19A 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.
 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.
 4.19B 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.
4.19C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
4.20 Social Studies skills. The student uses geographic tools to collect, analyze, and interpret data.
4.21A Use social studies terminology correctly.
4.21 Social studies skills. The student communicates in written, oral, and visual forms.
• 4.218

Incorporate main and supporting ideas in verbal and written communication.

• Screenshot of Proposed New Content Insert a screenshot of your proposed new content. Unit 6

Civil War and Reconstruction in Texas



(SE)(Breakout(s)) and (Citation Type(s))

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Screenshot of Currently Adopted Content

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eek 20 he Civil War and Texas	
Standards Week Storyline Teacher Background Knowledge Weekly Assessment PDF	
Standards	
 4.19B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and draw 	
4.19C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timeline	es, and maps.
4.21A Use social studies terminology correctly.	
4.21B Incorporate main and supporting ideas in verbal and written communication.	
4.21C Express ideas orally based on research and experiences.	
4.21D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographi	es.
• 4.4A	

Screenshot of Proposed New Content

Week 20 🗧 🖶 PRINT The Civil War and Texas Standards FACHER EDITIO Week Storyline STUDENT EDIT <u>Teacher Background Knowledge</u> Weekly Assessment PDF Standards 4.19(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources 4.19(C) 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 4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps 4.19(F) Identify the central claim in a primary or secondary source 4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic 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 4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies 4.22(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives 4.4(A) describe the impact of the Civil War and Reconstruction on Texas

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

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Screenshot of Currently Adopted Content

Week 21 Reconstruction	
Standards Week Storyline Teacher Background Knowledge Weekly Assessment PDF	TEACHER EDITION
Standards	
4.10A Describe how the free enterprise system works, including supply and demand.	
 4.19B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect r comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and comparing. 	
• 4.19C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.	
4.21A Use social studies terminology correctly.	
4.21B Incorporate main and supporting ideas in verbal and written communication.	
4.21C Express ideas orally based on research and experiences.	
4.21D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.	
• 4.4A Describe the impact of the Civil War and Reconstruction on Texas.	

Screenshot of Proposed New Content

Week 21

Reconstruction

Stando	ards
• 4.10(a)
desc	ribe how the free enterprise system works, including supply and demand
	c) yze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, paring, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
• 4.19(b)
orga	nize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
 4.19(e)
ident	ify different points of view about an issue, topic, historical event, or current event
 4.19(F)
Ident	ify the central claim in a primary or secondary source
• 4.19(e)
Deve	Iop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
 4.21(A)
use s	ocial studies terminology correctly
• 4.21(a)
incor	porate main and supporting ideas in verbal and written communication
• 4.21(c)
expre	ess ideas orally based on research and experiences
 4.21(b)
creat	ie written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
• 4.22(E)
Apply	y foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives
• 4.4(A	1)
desc	ribe the impact of the Civil War and Reconstruction on Texas

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content In the left navigation panel of the Teacher Edition, click Week 22. Standards are listed at the top of the web page.

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Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

ttling the Texas Frontier	PRI
Vocabulary Standards Week Storyline Teacher Background Knowledge Weekly Assessment PDF	TEACHER EDITIO
Vocabulary	
cattle drives transportation of cattle from ranches to markets	
Standards	
 4.11B Explain how physical geographic factors such as climate and natural resources have influenced the location of e 	economic activities in Texas.
 4.19B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawir 	
4.19C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines	s, and maps.
4.21A Use social studies terminology correctly.	
 4.21B Incorporate main and supporting ideas in verbal and written communication. 	
4.21C Express ideas orally based on research and experiences.	
4.21D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographie	·S.
 4.48 Explain the growth, development, and impact of the cattle industry, including contributions made by Charles God 	odnight, Richard King, and Lizzie Johnson

Screenshot of Proposed New Content

Week 22 Settling the Texas Frontier <u>Standards</u> Week Storyline STUDENT EDITION Teacher Background Knowledge Weekly Assessment PDF 4.10(A) describe how the free enterprise system works, including supply and demand 4.11(B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas 4.19(C) 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 4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps • 4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic 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 4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies 4.22(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives • 4.4(B) explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson 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 4.7(B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 23. Standards are listed at the top of the web page.

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Screenshot of Currently Adopted Content

Week 23 Texas Railroads <u>Standards</u> TEACHER EDITION Week Storyline 🕅 STUDENT EDITIO • Teacher Background Knowledge Weekly Assessment PDF • 4.10A Describe how the free enterprise system works, including supply and demand. 4.10C Describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom. • 4.11B Explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas. • 4.11D Explain how developments in transportation and communication have influenced economic activities in Texas. • 4.19B 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. 4.19C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. • 4.21A Use social studies terminology correctly. 4.21B Incorporate main and supporting ideas in verbal and written communication. 4.21C Express ideas orally based on research and experiences. 4.21D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. 4.4C Explain the effects of the railroad industry on life in Texas, including changes to cities and major industries. 4.7A Explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.

Screenshot of Proposed New Content

: 2 a :	s Railroads
le ec	Indards ek Storyline icher Background Knowledge ekly Assessment PDF
to	andards
	4.10(A) describe how the free enterprise system works, including supply and demand
	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(B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas
	4.11(D) explain how developments in transportation and communication have influenced economic activities in Texas
	4.19(C) 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
	4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
	4.19(6) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
	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
	4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
	4.22(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives
	4.4(C) explain the effects of the railroad industry on life in Texas, including changes to cities and major industries
	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

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Unit 7. Standards are listed at the top of the web page.

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Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Unit 7. Standards are listed at the top of the page.

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Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Unit 7 Coth Century Texas
Standards
• 7.D The student is expected to retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
• 6.B The student is expected to generate questions about text before, during, and after reading to deepen understanding and gain information.
13.C The student is expected to identify and gather relevant information from a variety of sources.
6,H The student is expected to synthesize information to create new understanding.
• 6.1 The student is expected to monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
13.E The student is expected to demonstrate understanding of information gathered.
• 7.E The student is expected to interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
 6.F The student is expected to make inferences and use evidence to support understanding.
• 7.6 The student is expected to discuss specific ideas in the text that are important to the meaning.
7.C The student is expected to use text evidence to support an appropriate response.
• 12.B The student is expected to compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
• 13.H The student is expected to use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
6.0 The student is expected to evaluate details read to determine key ideas.
13,D The student is expected to identify primary and secondary sources.
4.10A Describe how the free enterprise system works, including supply and demand.

Screenshot of Proposed New Content

Unit 7 20th Century Texas Standards • 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 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(A) identify how people in different regions of Texas earn their living, past and present 4.11(D) explain how developments in transportation and communication have influenced economic activities in Texas • 4.18(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions 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 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 4.19(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources 4.19(C) 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 4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps 4.19(F) Identify the central claim in a primary or secondary source 4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic 4.21(A) use social studies terminology correctly 4.21(B) incorporate main and supporting ideas in verbal and written communication

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content In the left navigation panel of the Teacher Edition, click Week 24. Standards are listed at the top of the web page.

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Description of the specific location and hyperlink to the exact location of the proposed new content In the left navigation panel of the Teacher Edition, click Week 24. Standards are listed at the top of the page.

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Screenshot of Currently Adopted Content

Week 24 The Great Depression and the Dust Bowl • <u>Standards</u> TEACHER EDITION • Week Storyline <u>Teacher Background Knowledge</u> Weekly Assessment PDF 4.10B Identify examples of the benefits of the free enterprise system such as choice and opportunity. 4.10C Describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom. 4.19A 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. 4.19B 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. 4.19C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. 4.21A Use social studies terminology correctly. 4.21B Incorporate main and supporting ideas in verbal and written communication 4.21C Express ideas orally based on research and experiences. • 4.21D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. 4.5A 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 notable individuals. 4.5B 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.

Screenshot of Proposed New Content

Week 24

Great Depression and the Dust Bowl	(🖶 PRI
andards ieek Storyline iacher Background Knowledge ieekly Assessment PDF	C TEACHER EDITH
tandards	
4.10(B) identify examples of the benefits of the free enterprise system such as choice and opportunity	
4.10(C) describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and	d the railroad boom
4.19(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies documents; and artifacts to acquire information about Texas	s; oral, print, and visual material;
4.19(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources	
4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause- comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing infer	
4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and n	naps
4.19(F) Identify the central claim in a primary or secondary source	
4.19(G) Develop and communicate a claim and supporting evidence visually, or ally, or in writing related to a social studies topic	c
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	
4.21(b) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies	
4.22(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple	perspectives
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 n Murphy, Cleto Rodríguez, and Bessie Coleman, and other local notable individuals	notable individuals such as Audie
4.5(B) explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including such as Pattillo Higgins	g Spindletop and important people

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content In the left navigation panel of the Teacher Edition, click Week 25. Standards are listed at the top of the web page.

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c2beeba131ff/publications/572/teacher-resources

Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Week 25 World War II
Standards Excher EDITION Week Storyline Teacher Background Knowledge Weekly Assessment PDE
Standards
4.10A Describe how the free enterprise system works, including supply and demand.
4.11A Identify how people in different regions of Texas earn their living, past and present.
 4.198 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.
• 4.19C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
4.21A Use social studies terminology correctly.
4.2IB Incorporate main and supporting ideas in verbal and written communication.
4.2IC Express ideas orally based on research and experiences.
• 4.2ID Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
• 4.5A 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 notable individuals.

Screenshot of Proposed New Content

sek 25 orld War II	PRINT
Standards Week Storyline Teacher Background Knowledge Weekly Assessment PDF	TEACHER EDITION
Standards	
 4.10(A) describe how the free enterprise system works, including supply and demand 	
 4.11(A) identify how people in different regions of Texas earn their living, past and present 	
 4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cau comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing in 	
 4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, an 	d maps
 4.19(G) Develop and communicate a claim and supporting evidence visually, or ally, or in writing related to a social studies to 	opic
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	
4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies	
 4.22(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiplication of the statement of the sta	ple perspectives
 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 an Murphy, Cleto Rodríguez, and Bessie Coleman, and other local notable individuals 	d notable individuals such as Audie

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 26. Standards are listed at the top of the web page.

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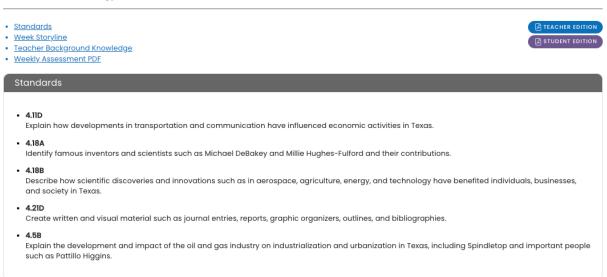
Description of the specific location and hyperlink to the exact location of the proposed new content In the left navigation panel of the Teacher Edition, click Week 26. Standards are listed at the top of the page.

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Screenshot of Currently Adopted Content

Week 26

Science and Technology in Texas



Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 26 Science and Technology in Texas	
Week Storyline	TEACHER EDITION
Standards	
4.11(D) explain how developments in transportation and communication have influenced economic activities in Texas	
• 4.18(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contrib	outions
 4.18(B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, and society in Texas 	businesses,
4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies	
 4.5(B) explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including Spindletop and in such as Pattillo Higgins 	nportant people

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content In the left navigation panel of the Teacher Edition, click Unit 8. Standards are listed at the top of the web

page.

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c2beeba131ff/publications/120/teacher-resources

Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Unit 8. Standards are listed at the top of the page.

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Screenshot of Currently Adopted Content

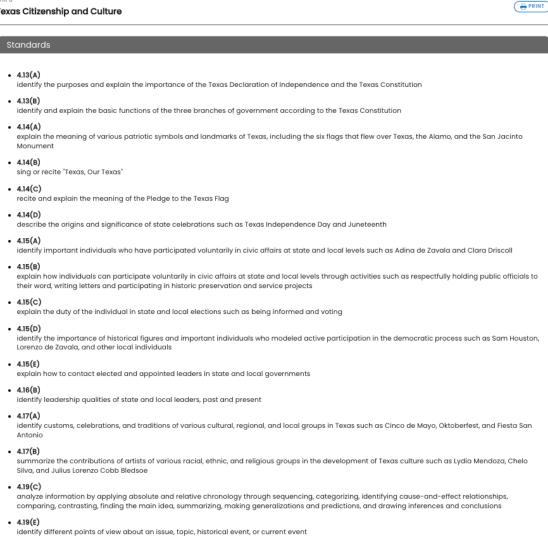
Insert a screenshot of your currently adopted content.

Unit 8 Texas Citizenship and Culture
Standards
• 4.13A Identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution.
• 4.13B Identify and explain the basic functions of the three branches of government according to the Texas Constitution.
• 4.14A 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.
4.14B Sing or recite "Texas, Our Texas."
4.14C Recite and explain the meaning of the Pledge to the Texas Flag.
4.14D Describe the origins and significance of state celebrations such as Juneteenth.
• 4.158 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.
• 4.15C Explain the duty of the individual in state and local elections such as being informed and voting.
 4.15D Identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Barbara Jordan, Ann Richards, Henry B. Gonzalez, Wallace Jefferson, and other local individuals.
4.15E Explain how to contact elected and appointed leaders in state and local governments.
4.16B Identify leadership qualities of state and local leaders, past and present.
• 4.17A Identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, and Fiesta San Antonio.
• 4.17B 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.

Screenshot of Proposed New Content

Unit 8

Texas Citizenship and Culture



(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

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In the left navigation panel of the Teacher Edition, click Week 27. Standards are listed at the top of the web page.

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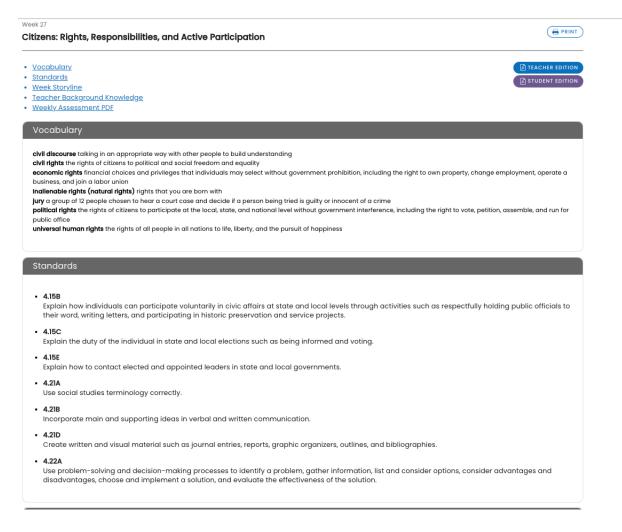
Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 27. Standards are listed at the top of the page.

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Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.



Screenshot of Proposed New Content

Week 27

ens: Rights, Responsibilities, and Active Participation	
andards	D TEACHER EDITIO
eek Storyline	
eacher Background Knowledge	
eekly Assessment PDF	
tandards	
4.15(B) explain how individuals can participate voluntarily in civic affairs at state and le their word, writing letters and participating in historic preservation and service	
4.15(C) explain the duty of the individual in state and local elections such as being info	rmed and voting
4.15(E) explain how to contact elected and appointed leaders in state and local gover	nments
4.19(E) identify different points of view about an issue, topic, historical event, or current	tevent
4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or	in writing related to a social studies topic
4.21(A) use social studies terminology correctly	
4.21(B) incorporate main and supporting ideas in verbal and written communication	
4.21(D) create written and visual material such as journal entries, reports, graphic orgo	inizers, outlines, and bibliographies
4.22(A) Use democratic procedures to simulate making decisions on school, local, or si	tate issues
4.22(B) use problem-solving and decision-making processes to identify a problem, ga disadvantages, choose and implement a solution, and evaluate the effectivene	
4.22(E) Apply foundational language skills to engage in civil discourse about social stu	idies topics including those with multiple perspectives

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 28. Standards are listed at the top of the web page.

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Description of the specific location and hyperlink to the exact location of the proposed new content In the left navigation panel of the Teacher Edition, click Week 28. Standards are listed at the top of the page.

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Screenshot of Currently Adopted Content

Week 28 **Texas Citizens** • <u>Standards</u> 🖟 TEACHER EDITIO Week Storyline STUDENT EDITION • Teacher Background Knowledge Weekly Assessment PDF Standards • 4.15D Identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Barbara Jordan, Ann Richards, Henry B. Gonzalez, Wallace Jefferson, and other local individuals. 4.16B Identify leadership qualities of state and local leaders, past and present. 4.21B Incorporate main and supporting ideas in verbal and written communication. 4.21C Express ideas orally based on research and experiences. 4.21D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. 4.15A Identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Neek 28
Standards Week Storyline Teacher Background Knowledge Weekly Assessment PDF
Standards
 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(D)
identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Lorenzo de Zavala, and other local individuals
4.16(B) identify leadership qualities of state and local leaders, past and present
4.21(B) incorporate main and supporting ideas in verbal and written communication
4.21(C) express ideas orally based on research and experiences
• 4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies

(SE)(Breakout(s)) and (Citation Type(s))

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web page.

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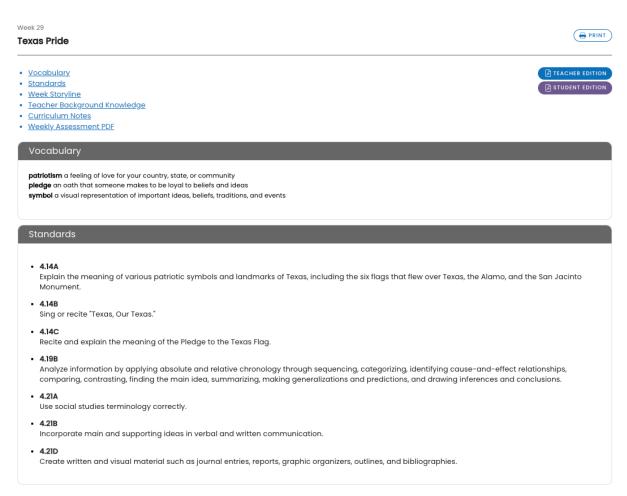
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Standards	A TEACHER EDITION
Week Storyline	STUDENT EDITION
Teacher Background Knowledge Curriculum Notes	
Weekly Assessment PDF	
Standards	
 4.14(A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags Monument 	that flew over Texas, the Alamo, and the San Jacinto
 4.14(B) sing or recite "Texas, Our Texas" 	
 4.14(C) recite and explain the meaning of the Pledge to the Texas Flag 	
 4.19(C) analyze information by applying absolute and relative chronology through sequencing, categor comparing, contrasting, finding the main idea, summarizing, making generalizations and predic 	
4.21(A) use social studies terminology correctly	
 4.21(B) incorporate main and supporting ideas in verbal and written communication 	
 4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, a 	nd hibliographics

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

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Screenshot of Currently Adopted Content

Week 30 **Texas** Culture • Vocabulary TEACHER EDITIO Standards STUDENT EDITIO Week Storyline Teacher Background Knowledge Weekly Assessment PDF Vocabulary architecture the style and design of a building culture the beliefs, customs, traditions, and celebrations of a group of people religion an organized system of beliefs that a group shares Standards • 4.14D Describe the origins and significance of state celebrations such as Juneteenth. • 4.17A Identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, and Fiesta San Antonio. • 4.19B 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. • 4.21A Use social studies terminology correctly. • 4.21B Incorporate main and supporting ideas in verbal and written communication. • 4.21D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

Screenshot of Proposed New Content

Week 30 Texas Culture
Standards EACHER EDITION Week Storyline Teacher Background Knowledge Weekly Assessment PDF
Standards
 4.14(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth 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
 4.19(C) 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
4.21(A) use social studies terminology correctly
4.21(8) incorporate main and supporting ideas in verbal and written communication
• 4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies

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Standards
Week Storyline Teacher Background Knowledge Weekly Assessment PDE
Standards
 4.17B 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. 4.19B
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.
4.21A Use social studies terminology correctly.
4.21B Incorporate main and supporting ideas in verbal and written communication.
• 4.21D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

Screenshot of Proposed New Content

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<u>Standards</u> <u>Week Storyline</u>	
Teacher Background Knowledge Weekly Assessment PDF	
Standards	
 4.17(B) summarize the contributions of artists of various racial, ethnic, and religious groups in the development of T Silva, and Julius Lorenzo Cobb Bledsoe 	'exas culture such as Lydia Mendoza, Chelo
 4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identif comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and d 	
4.21(A) use social studies terminology correctly	
 4.21(B) incorporate main and supporting ideas in verbal and written communication 	

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 Vacabulary Standardá Standardá Wask Storline Iteacht Rackground Knowledge Wesk Yask Storline Uccost Corror Vocabulary uture the beliefs, traditions, and celebrations of a group of people geographer a person who istudies people and how they live and work in different environments hiterian a person who istudies people and how they live and work in different environments hiterian a person who istudies people and how they live and work in different environments hiterian a person who escentrates and studies the pest political scientist someone who studies how a government works Standards 4.13A Identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution. 4.13B Identify and explain the basic functions of the three branches of government according to the Texas Constitution. 4.13B Explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their work writing letters, and participating in historic preservation and service projects. 4.13D Explain the duty of the individual in state and local elections such as being informed and voting. 4.21B Incorporate main and supporting ideas in verbal and written communication. 4.21B Incorporate main and supporting ideas in verbal and written communication. 4.21B Incorporate main and supporting ideas in verbal and written communication. 4.21B Incorporate main and supporting ideas in verbal and written communication. 4.21B Incorporate main and supporting ideas in verbal and written communication. 4.210 Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. 4.210 Apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and Inte	Week 32 Year in Review
culture the belefs, traditions, and celebrations of a group of people geographer a person who studies people and how they live and work in different environments historion a person who researches and studies the pat political scientist someone who studies how a government works Standards • 4.13A Identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution. • 4.13B Identify and explain the basic functions of the three branches of government according to the Texas Constitution. • 4.15B 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 participate voluntarily in storic preservation and service projects. • 4.16C Explain how thy of the individual in state and local elections such as being informed and voting. • 4.21B Incorporate main and supporting ideas in verbal and written communication. • 4.20 Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. • 4.6A 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. • 4.20A	Standards Week Storyline Teacher Background Knowledge
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 4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies 	ganizers, outlines, and bibliographies	 4.21(D) create written and visual material such as journal entries, reports, graph
• 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		identify, locate, and describe the physical regions of Texas (Mountains a

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	Noelle Carter	
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Date Submitted: 7/2/2024