



# GEORGETOWN ISD

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4th Grade/Social Studies Rubric					
Report Card Standard	Ongoing TEKS	MS: Met Standard	AS: Approaching Standard	DS: Developing Standard	IPS: Insufficient Progress on Standard
<b>Understands the geographic impacts on settlements and how people adapt to their environment</b>	4.8 Geography. The student understands how people adapt to and modify their environment.	<b>Successfully</b> understands how people adapt to and modify their environment.	Understands how people adapt to and modify their environment <b>with limited prompting.</b>	Understands how people adapt to and modify their environment <b>with teacher guidance.</b>	<b>Not yet able to</b> understand how people adapt to and modify their environment.
	4.7 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live	<b>Successfully</b> understands the location and patterns of settlement and the geographic factors that influence where people live.	Understands the location and patterns of settlement and the geographic factors that influence where people live <b>with limited prompting.</b>	Understands the location and patterns of settlement and the geographic factors that influence where people live <b>with teacher guidance.</b>	<b>Not yet able to</b> understand the location and patterns of settlement and the geographic factors that influence where people live.
<b>Applies critical-thinking skills to organize and use information.</b>	4.19 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.	<b>Successfully</b> applies critical thinking skills to organize and use information acquired from a variety of valid sources, including technology.	Applies critical thinking skills to organize and use information acquired from a variety of valid sources, including technology <b>with limited prompting.</b>	Applies critical thinking skills to organize and use information acquired from a variety of valid sources, including technology <b>with teacher guidance.</b>	<b>Not yet able to</b> apply critical thinking skills to organize and use information acquired from a variety of valid sources, including technology.
<b>Communicates in written, oral, and visual forms.</b>	4.21 Social studies skills. The student communicates in written, oral, and visual forms.	<b>Successfully</b> communicates in written, oral, and visual forms.	Communicates in written, oral, and visual forms <b>with limited prompting.</b>	Communicates in written, oral, and visual forms <b>with teacher guidance.</b>	<b>Not yet able to</b> communicate in written, oral, and visual forms.
Report Card Standard	Unit 1 TEKS	MS: Met Standard	AS: Approaching Standard	DS: Developing Standard	IPS: Insufficient Progress on Standard



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<b>Compares and describes the four geographic regions of Texas.</b>	4.6 Geography. The student understands the concept of regions. The student is expected to: 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	<b>Successfully</b> identifies, locates, and describes the physical regions of Texas.	Identifies, locates, and describes the physical regions of Texas <b>with limited prompting.</b>	Identifies, locates, and describes the physical regions of Texas <b>with teacher guidance.</b>	<b>Not yet able to</b> identify, locate, and describe the physical regions of Texas
	4.6 Geography. The student understands the concept of regions. The student is expected to: B compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains)	<b>Successfully</b> compare the physical regions of Texas.	Compare the physical regions of Texas <b>with limited prompting.</b>	Compare the physical regions of Texas <b>with teacher guidance.</b>	<b>Not yet able to</b> compare the physical regions of Texas.
<b>Report Card Standard</b>	<b>Unit 2 TEKS</b>	<b>MS: Met Standard</b>	<b>AS: Approaching Standard</b>	<b>AS: Approaching Standard</b>	<b>IPS: Insufficient Progress on Standard</b>
<b>Explains the historical patterns and adaptations of the American Indian cultures in Texas</b>	4.1 History. The student understands the origins, similarities, and differences of American Indian groups in Texas before European exploration. The student is expected to: A explain the possible origins of American Indian groups in Texas	<b>Successfully</b> explain the possible origins of American Indian groups in Texas.	Explain the possible origins of American Indian groups in Texas <b>with limited prompting.</b>	Explain the possible origins of American Indian groups in Texas <b>with teacher guidance.</b>	<b>Not yet able to</b> 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 before European exploration. The student is expected to: B identify and compare the ways of life of American Indian groups in Texas	<b>Successfully</b> identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa,	Identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and	Identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and	<b>Not yet able to</b> identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa,



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	before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano	Caddo, and Jumano.	Jumano <b>with limited prompting.</b>	Jumano <b>with teacher guidance.</b>	Caddo, and Jumano.
	4.1 History. The student understands the origins, similarities, and differences of American Indian groups in Texas before European exploration. The student is expected to: C describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern	<b>Successfully</b> describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern.	Describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern <b>with limited prompting.</b>	Describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern <b>with teacher support.</b>	<b>Not yet able to</b> describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern.
<b>Explains the economic activities and patterns of work in American Indian groups living in Texas.</b>	4.9 Economics. The student understands the basic economic activities of early societies in Texas. The student is expected to: 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	<b>Successfully</b> explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting.	Explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting <b>with limited prompting.</b>	Explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting <b>with teacher guidance.</b>	<b>Not yet able to</b> explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting.
	4.11 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to: A identify how people in different regions of Texas earn their living, past and present	<b>Successfully</b> identify how people in different regions of Texas earn their living, past and present.	Identify how people in different regions of Texas earn their living, past and present <b>with limited prompting.</b>	Identify how people in different regions of Texas earn their living, past and present <b>with teacher guidance.</b>	<b>Not yet able to</b> 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. The student is expected to: B explain how physical geographic factors such as climate and natural	<b>Successfully</b> explain how physical geographic factors such as climate and natural resources have influenced the location of economic	Explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in	Explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in	<b>Not yet able to</b> explain how physical geographic factors such as climate and natural resources have influenced the location of economic



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	resources have influenced the location of economic activities in Texas	activities in Texas.	Texas <b>with limited prompting.</b>	Texas <b>with teacher guidance.</b>	activities in Texas.
<b>Compares how American Indian groups governed themselves in Texas</b>	4.12 Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to: A compare how various American Indian groups such as the Caddo and the Comanche governed themselves	<b>Successfully</b> compare how various American Indian groups such as the Caddo and the Comanche governed themselves.	Compare how various American Indian groups such as the Caddo and the Comanche governed themselves <b>with limited prompting.</b>	Compare how various American Indian groups such as the Caddo and the Comanche governed themselves <b>with teacher guidance.</b>	<b>Not yet able to</b> compare how various American Indian groups such as the Caddo and the Comanche governed themselves.
<b>Report Card Standard</b>	<b>Unit 3 TEKS</b>	<b>MS: Met Standard</b>	<b>AS: Approaching Standard</b>	<b>AS: Approaching Standard</b>	<b>IPS: Insufficient Progress on Standard</b>
<b>Analyzes and explains the effects and impact of European colonization in Texas</b>	4.2 History. The student understands the causes and effects of European exploration and colonization of Texas. The student is expected to: A summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion	<b>Successfully</b> summarize motivations for European exploration and settlement of Texas.	Summarize motivations for European exploration and settlement of Texas <b>with limited prompting.</b>	Summarize motivations for European exploration and settlement of Texas <b>with teacher guidance.</b>	<b>Not yet able to</b> summarize motivations for European exploration and settlement of Texas.
	4.2 History. The student understands the causes and effects of European exploration and colonization of Texas. The student is expected to: B identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavalier, Sieur de la Salle, on the settlement of Texas	<b>Successfully</b> identify the accomplishments and explain the impact of significant explorers.	Identify the accomplishments and explain the impact of significant explorers <b>with limited prompting.</b>	Identify the accomplishments and explain the impact of significant explorers <b>with teacher guidance.</b>	<b>Not yet able to</b> identify the accomplishments and explain the impact of significant explorers.



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Report Card Standard	Unit 4 TEKS	MS: Met Standard	AS: Approaching Standard	DS: Developing Standard	IPS: Insufficient Progress on Standard
	<p>4.11 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</p> <p>C identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas</p>	<p><b>Successfully</b> identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.</p>	<p>Identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas <b>with limited prompting.</b></p>	<p>Identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas <b>with teacher guidance.</b></p>	<p><b>Not yet able to</b> identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.</p>
<p><b>Explains the purpose and effects of Texas missions.</b></p>	<p>4.2 History. The student understands the causes and effects of European exploration and colonization of Texas. The student is expected to:</p> <p>A summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion</p>	<p><b>Successfully</b> summarize motivations for European exploration and settlement of Texas.</p>	<p>Summarize motivations for European exploration and settlement of Texas <b>with limited prompting.</b></p>	<p>Summarize motivations for European exploration and settlement of Texas <b>with teacher guidance.</b></p>	<p><b>Not yet able to</b> summarize motivations for European exploration and settlement of Texas.</p>
	<p>4.2 History. The student understands the causes and effects of European exploration and colonization of Texas. The student is expected to:</p> <p>C explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals</p>	<p><b>Successfully</b> explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals.</p>	<p>Explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals <b>with limited prompting.</b></p>	<p>Explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals <b>with teacher guidance.</b></p>	<p><b>Not yet able to</b> explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals.</p>
	<p>4.7 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p>	<p><b>Successfully</b> explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population</p>	<p>Explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of</p>	<p>Explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of</p>	<p><b>Not yet able to</b> explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of</p>



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	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	in Texas, past and present.	population in Texas, past and present <b>with limited prompting.</b>	population in Texas, past and present <b>with teacher guidance.</b>	population in Texas, past and present.
<b>Report Card Standard</b>	<b>Unit 5 TEKS</b>	<b>MS: Met Standard</b>	<b>AS: Approaching Standard</b>	<b>DS: Developing Standard</b>	<b>IPS: Insufficient Progress on Standard</b>
<b>Explains the motivations, accomplishments, and impact of significant empresarios in Texas.</b>	4.2 History. The student understands the causes and effects of European exploration and colonization of Texas. The student is expected to: D identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas	<b>Successfully</b> identifies Texas' role in the Mexican War of Independence and the war's impact on the development of Texas.	Identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas <b>with limited prompting.</b>	Identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas <b>with teacher guidance.</b>	<b>Not yet able to</b> identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas.
	4.2 History. The student understands the causes and effects of European exploration and colonization of Texas. The student is expected to: 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	<b>Successfully</b> identify the accomplishments and explain the economic motivations and impact of significant empresarios.	Identify the accomplishments and explain the economic motivations and impact of significant empresarios <b>with limited prompting.</b>	Identify the accomplishments and explain the economic motivations and impact of significant empresarios <b>with teacher guidance.</b>	<b>Not yet able to</b> identify the accomplishments and explain the economic motivations and impact of significant empresarios.
<b>Compares the Spanish colonial government and the early Mexican government in Texas</b>	4.12 Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to: B compare characteristics of the Spanish colonial government and the early Mexican governments in Texas	<b>Successfully</b> compare characteristics of the Spanish colonial government and the early Mexican governments in Texas.	Compare characteristics of the Spanish colonial government and the early Mexican governments in Texas <b>with limited prompting.</b>	Compare characteristics of the Spanish colonial government and the early Mexican governments in Texas <b>with teacher support.</b>	<b>Not yet able to</b> compare characteristics of the Spanish colonial government and the early Mexican governments in Texas.



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Report Card Standard	Unit 6 TEKS	MS: Met Standard	AS: Approaching Standard	DS: Developing Standard	IPS: Insufficient Progress on Standard
<b>Analyzes the causes, major events, and effects of the Texas Revolution</b>	4.3 History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to: A analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto	<b>Successfully</b> analyze the causes, major events, and effects of the Texas Revolution.	Analyze the causes, major events, and effects of the Texas Revolution <b>with limited prompting.</b>	Analyze the causes, major events, and effects of the Texas Revolution <b>with teacher guidance.</b>	<b>Not yet able to</b> analyze the causes, major events, and effects of the Texas Revolution.
	4.13 Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to: A identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution	<b>Successfully</b> identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution.	Identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution <b>with limited prompting.</b>	Identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution <b>with teacher guidance.</b>	<b>Not yet able to</b> identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution.
	4.14 Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to: A explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument	<b>Successfully</b> explain the meaning of various patriotic symbols and landmarks of Texas.	Explain the meaning of various patriotic symbols and landmarks of Texas <b>with limited prompting.</b>	Explain the meaning of various patriotic symbols and landmarks of Texas <b>with teacher guidance.</b>	<b>Not yet able to</b> explain the meaning of various patriotic symbols and landmarks of Texas.



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Report Card Standard	Unit 7 TEKS	MS: Met Standard	AS: Approaching Standard	DS: Developing Standard	IPS: Insufficient Progress on Standard
<b>Explains the events that lead to statehood in Texas</b>	4.3 History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to: D describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers	<b>Successfully</b> describe successes, problems, and organizations of the Republic of Texas.	Describe successes, problems, and organizations of the Republic of Texas <b>with limited prompting</b>	Describe successes, problems, and organizations of the Republic of Texas <b>with teacher guidance.</b>	<b>Not yet able to</b> describe successes, problems, and organizations of the Republic of Texas.
	4.3 History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to: E explain the events that led to the annexation of Texas to the United States and the impact of the U.S.-Mexican War	<b>Successfully</b> explain the events that led to the annexation of Texas to the United States and the impact of the US-Mexican War.	Explain the events that led to the annexation of Texas to the United States and the impact of the US-Mexican War <b>with limited prompting.</b>	Explain the events that led to the annexation of Texas to the United States and the impact of the US-Mexican War <b>with teacher guidance.</b>	<b>Not yet able to</b> explain the events that led to the annexation of Texas to the United States and the impact of the US-Mexican War.
	4.13 Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to: A identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution	<b>Successfully</b> identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution.	Identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution <b>with limited prompting.</b>	Identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution <b>with teacher guidance.</b>	<b>Not yet able to</b> identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution.
	4.13 Government. The student understands important ideas in	<b>Successfully</b> identify and explain the basic	Identify and explain the basic functions of the	Identify and explain the basic functions of the	<b>Not yet able to</b> identify and explain the basic



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	historical documents of Texas and the United States. The student is expected to: B identify and explain the basic functions of the three branches of government according to the Texas Constitution	functions of the three branches of government according to the Texas Constitution.	three branches of government according to the Texas Constitution <b>with limited prompting.</b>	three branches of government according to the Texas Constitution <b>with teacher guidance.</b>	functions of the three branches of government according to the Texas Constitution.
<b>Report Card Standard</b>	<b>Unit 8 TEKS</b>	<b>MS: Met Standard</b>	<b>AS: Approaching Standard</b>	<b>DS: Developing Standard</b>	<b>IPS: Insufficient Progress on Standard</b>
<b>Explains the impact of the Civil War and Reconstruction in Texas.</b>	4.4 History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to: A describe the impact of the Civil War and Reconstruction on Texas	<b>Successfully</b> describe the impact of Civil War and Reconstruction on Texas.	Describe the impact of Civil War and Reconstruction on Texas <b>with limited prompting.</b>	Describe the impact of Civil War and Reconstruction on Texas <b>with teacher guidance.</b>	<b>Not yet able to</b> describe the impact of Civil War and Reconstruction on Texas.
	4.13 Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to: A identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution	<b>Successfully</b> identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution.	Identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution <b>with limited prompting.</b>	Identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution <b>with teacher guidance.</b>	<b>Not yet able to</b> identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution.
	4.14 Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to: D describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth	<b>Successfully</b> describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.	Describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth <b>with limited prompting.</b>	Describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth <b>with teacher guidance.</b>	<b>Not yet able to</b> describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.



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Report Card Standard	Unit 9 TEKS	MS: Met Standard	AS: Approaching Standard	DS: Developing Standard	IPS: Insufficient Progress on Standard
<b>Analyzes types of basic economic activities during the early settlement of the Texas Frontier.</b>	4.9 Economics. The student understands the basic economic activities of early societies in Texas. The student is expected to: B explain the economic activities early settlers to Texas used to meet their needs and wants	<b>Successfully</b> explain the economic activities early settlers to Texas used to meet their needs and wants.	Explain the economic activities early settlers to Texas used to meet their needs and wants <b>with limited prompting.</b>	Explain the economic activities early settlers to Texas used to meet their needs and wants <b>with teacher guidance.</b>	<b>Not yet able to</b> explain the economic activities early settlers to Texas used to meet their needs and wants
	4.10 Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to: A describe how the free enterprise system works, including supply and demand	<b>Successfully</b> describe how the free enterprise system works, including supply and demand.	Describe how the free enterprise system works, including supply and demand <b>with limited prompting.</b>	Describe how the free enterprise system works, including supply and demand <b>with teacher guidance.</b>	<b>Not yet able to</b> 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. The student is expected to: 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	<b>Successfully</b> describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom.	Describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom <b>with limited prompting.</b>	Describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom <b>with teacher guidance.</b>	<b>Not yet able to</b> describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom.
Report Card Standard	Unit 10 TEKS	MS: Met Standard	AS: Approaching Standard	DS: Developing Standard	IPS: Insufficient Progress on Standard
<b>Explains the development of the oil and gas industry</b>	4.5 History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:	<b>Successfully</b> explain the impact of various events on life in Texas such as the Great Depression,	Explain the impact of various events on life in Texas such as the Great Depression, the Dust	Explain the impact of various events on life in Texas such as the Great Depression, the Dust	<b>Not yet able to</b> explain the impact of various events on life in Texas such as the Great



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<b>and urbanization in Texas</b>	<p>A explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals</p>	<p>the Dust Bowl, and World War II and notable individuals.</p>	<p>Bowl, and World War II and notable individuals <b>with limited prompting.</b></p>	<p>Bowl, and World War II and notable individuals <b>with teacher guidance.</b></p>	<p>Depression, the Dust Bowl, and World War II and notable individuals.</p>
	<p>4.5 History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to: B explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including Spindletop and important people such as Pattillo Higgins</p>	<p><b>Successfully</b> explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas.</p>	<p>Explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas <b>with limited prompting.</b></p>	<p>Explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas <b>with teacher guidance.</b></p>	<p><b>Not yet able to</b> explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas.</p>
<p><b>Report Card Standard</b></p>	<p><b>Unit 11 TEKS</b></p>	<p><b>MS: Met Standard</b></p>	<p><b>AS: Approaching Standard</b></p>	<p><b>DS: Developing Standard</b></p>	<p><b>IPS: Insufficient Progress on Standard</b></p>
<p><b>Describes the importance of innovations and how they improved life in Texas during the 20th century.</b></p>	<p>4.11 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to: D explain how developments in transportation and communication have influenced economic activities in Texas</p>	<p><b>Successfully</b> explain how developments in transportation and communication have influenced economic activities in Texas.</p>	<p>Explain how developments in transportation and communication have influenced economic activities in Texas <b>with limited prompting.</b></p>	<p>Explain how developments in transportation and communication have influenced economic activities in Texas <b>with teacher guidance.</b></p>	<p><b>Not yet able to</b> explain how developments in transportation and communication have influenced economic activities in Texas.</p>
	<p>4.16 Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: B identify leadership qualities of state and local leaders, past and present</p>	<p><b>Successfully</b> identify leadership qualities of state and local leaders, past and present.</p>	<p>Identify leadership qualities of state and local leaders, past and present <b>with limited prompting.</b></p>	<p>Identify leadership qualities of state and local leaders, past and present <b>with teacher guidance.</b></p>	<p><b>Not yet able to</b> identify leadership qualities of state and local leaders, past and present.</p>



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	<p>4.18 Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to: B describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas</p>	<p><b>Successfully</b> describe how scientific discoveries and innovations such as aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.</p>	<p>Describe how scientific discoveries and innovations such as aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas <b>with limited prompting.</b></p>	<p>Describe how scientific discoveries and innovations such as aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas <b>with teacher guidance.</b></p>	<p><b>Not yet able to</b> describe how scientific discoveries and innovations such as aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.</p>
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