

## Fourth Grade TEKS for Hands On Alaska:

**Gallery:** (b) Knowledge and skills.

### Language Arts and Reading:

- (1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:
- (A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);
  - (B) eliminate barriers to effective listening (4-8); and
  - (C) understand the major ideas and supporting evidence in spoken messages (4-8).
- (2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:
- (A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);
  - (B) identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery (4-5);
  - (C) distinguish between the speaker's opinion and verifiable fact (4-8); and
  - (D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).

**(3) Listening/speaking/appreciation. The student listens, enjoys, and appreciates spoken language.**

### Social Studies:

- (A) Identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived; and
- (B) Compare the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration.

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

- (A) Summarize reasons for European exploration and settlement of Texas and the Western Hemisphere; (7) Geography. The student understands the concept of regions. The student is expected to:
- (B) Describe a variety of regions in Texas and the Western Hemisphere such as political, population, and economic regions that result from patterns of human activity;
- (C) Describe a variety of regions in Texas and the Western Hemisphere such as landform, climate, and vegetation regions that result from physical characteristics; and
- (D) *Compare the regions of Texas with regions of the United States and other parts of the world.*

## Theatre:

### Knowledge and skills.

(1) **Perception.** The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

- (A) Relate sensory and emotional responses to theatre;
- (B) Develop body awareness and spatial perceptions, using rhythmic and expressive movement;
- (C) Respond to sounds, music, images, and the written word, using movement;
- (D) Express emotions and ideas, using interpretive movements, sounds, and dialogue;
- (E) Imitate and synthesize life experiences in dramatic play; and
- (F) Represent environment, characterization, and actions.

(2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

- (A) Demonstrate safe use of the voice and body;
- (B) Describe clearly characters, their relationships, and their surroundings;
- (C) Develop characters and assume roles in short improvised scenes, using imagination, personal experiences, heritage, literature, and history; and
- (D) ***Dramatize literary selections in unison, pairs, and groups and create simple stories collaboratively through imaginative play in improvisations and story dramatizations, describing the characters, their relationships, and their environments and demonstrating a logical connection of events.***

(3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

- (A) Demonstrate the safe use of props, costumes, and visual elements, defining character, environment, action, and theme;
- (B) Alter space to create suitable environments for play-making;
- (C) Plan brief dramatizations collaboratively; and
- (D) ***Interact cooperatively with others in brief dramatization***

(4) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

- (A) ***Identify and apply appropriate audience behavior at performances;***

## Movement:

### Knowledge and skills.

(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (I) perform basic folk dance steps such as grapevine, schottische, and step-together-step; +(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

- (A) Distinguish between compliance and noncompliance with rules and regulations; and
  - (B) Analyze potential risks associated with unsafe movement and improper use of equipment.
- (7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:
- (A) Allow rules, procedures, and etiquette;
  - (B) Respond to winning and losing with dignity and understanding;
  - (C) Work independently and stay on task; and
  - (D) *Demonstrate effective communication, consideration and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate.*

## **Art:**

### **Knowledge and skills.**

- (2) (B) design original artworks;
- (3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
  - (A) Identify simple main ideas expressed in art;
  - (B) Compare and contrast selected artworks from a variety of cultural settings;