

## TEKS Distribution among units

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## Fourth Grade Social Studies Scope and Sequence 2020 - 2021

### Process 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; and
- 4.19D identify different points of view about an issue, topic, historical event, or current event.
- 4.20A apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and
- 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; and
- 4.21D create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- 4.22 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.

### Grading Period 1

#### Unit 1: Texas Geography

Estimated Date Range: 8/17 – 9/11

Estimated Time Frame: 19

Note: Includes 2 days for Re-engagement and Assessment

Note: Includes 2 days for 2020 – 2021 School Year Orientation

Concepts within the Unit	TEKS
<p>Concept #1: Places in Texas Suggested Days: 5</p>	<p><b><u>Priority Standards</u></b></p> <p><b>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</b></p> <p><b><u>Important Standards</u></b></p> <p>4.7B identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods</p> <p>4.14C recite and explain the meaning of the Pledge to the Texas flag</p>

<p>Concept #2: Regions in Texas Suggested Days: 5</p>	<p><b><u>Priority Standards</u></b>  <b>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</b></p> <p><b><u>Important Standards</u></b>            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)            4.11A 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            4.11D explain how developments in transportation and communication have influenced economic activities in Texas            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</p>
<p>Concept #3: Adapting and Modifying the Environment of Texas Suggested Days: 5</p>	<p><b><u>Priority Standards</u></b>  <b>4.8B 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</b></p> <p><b><u>Important Standards</u></b>            4.8A 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;            4.8C compare the positive and negative consequences of human modification of the environment in Texas, past and present.</p>
<p align="center"><b>Celebrate Freedom Week</b>            Estimated Date Range: 9/14 – 9/18            Estimated Time Frame: 5</p>	
<p align="center"><b>Concepts within the Unit</b></p>	<p align="center"><b>TEKS</b></p>

Concept 1: Celebrate Freedom Week Suggested Days: 5	<u>Important Standards</u>  4.13C identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).
<b>Unit 2: American Indians in Texas</b> Estimated Date Range: 9/21 – 10/9 Estimated Time Frame: 15 Note: Includes 3 days for Re-engagement and Assessment	
Concepts within the Unit	TEKS
Concept #1: Origins of American Indian Groups Suggested Days: 5	<u>Priority Standards</u> <b>4.8B 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</b>  <u>Important Standards</u> 4.1A explain the possible origins of American Indian groups in Texas 4.8A 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;
Concept #2: Comparing American Indian Groups Suggested Days: 7	<u>Priority Standards</u> <b>4.8B 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</b>  <u>Important Standards</u> 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. 4.8A 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;

	<p>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</p> <p>4.12A compare how various American Indian groups such as the Caddo and the Comanche governed themselves;</p>
<p align="center"><b>Grading Period 2</b></p>	
<p align="center"><b>Unit 3: Exploration and Settlement of Texas</b>  Estimated Date Range: 10/12 – 11/13  Estimated Time Frame: 24 days  Note: Includes 3 days for Re-engagement and Assessment</p>	
Concepts within the Unit	TEKS
<p>Concept #1: Europeans Explore Texas Suggested Days: 7</p>	<p><u><b>Priority Standards</b></u>  <b>4.2A summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion</b></p> <p><u><b>Important Standards</b></u>  4.2B identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas</p>
<p>Concept #2: Early Settlements and Missions Suggested Days: 7</p>	<p><u><b>Priority Standards</b></u>  <b>4.2A summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion</b></p> <p><u><b>Important Standards</b></u>  4.2C explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals  4.11C identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas  4.14A explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, the Alamo, and various missions</p>
<p>Concept #3: Mexican Independence, Empresarios, and New Settlers Suggested Days: 7</p>	<p><u><b>Priority Standards</b></u>  <b>4.2A summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion</b></p>

<p>DLA: Nov. 3rd-5th Report Scores: Nov. 13th</p>	<p><u>Important Standards</u>            4.2D identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas            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            4.7A explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present            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            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.            4.11A 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            4.12B compare characteristics of the Spanish colonial government and the early Mexican governments in Texas</p>
<p style="text-align: center;"><b>Unit 4: Revolution in Texas</b>            Estimated Date Range: 11/16 – 12/18            Estimated Time Frame: 20            Note: Includes 3 days for Re-engagement and Assessment</p>	
Concepts within the Unit	TEKS
<p>Concept #1: Conflict Leads to Revolution Suggested Days: 5</p>	<p><u>Priority Standards</u>  <b>4.3A analyze the causes, <del>major events, and effects</del> of the Texas Revolution, including the <del>Battle of the Alamo,</del> the Texas Declaration of Independence, <del>the Runaway Scrape, and the Battle of San Jacinto</del></b></p> <p><u>Important Standards</u>            4.3B summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza            4.3C identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, <del>Sam Houston, Mirabeau Lamar, and Anson Jones</del>            4.13A-identify the purposes and explain the importance of the Texas Declaration of Independence <del>and the Texas Constitution</del>            4.14D describe the origins and significance of state celebrations such as Texas Independence Day <del>and Juneteenth</del></p>

	<p>4.15D identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, <del>Barbara Jordan</del>, Lorenzo de Zavala, <del>Ann Richards</del>, <del>Sam Rayburn</del>, <del>Henry B. González</del>, <del>James A. Baker III</del>, <del>Wallace Jefferson</del>, and other local individuals</p>
<p>Concept #2: From the Alamo to San Jacinto Suggested Days: 8</p>	<p><b><u>Priority Standards</u></b>  <b>4.3A analyze the <del>causes, major events, and effects</del> of the Texas Revolution, including the Battle of the Alamo, the <del>Texas Declaration of Independence</del>, the Runaway Scrape, and the Battle of San Jacinto</b></p> <p><b><u>Important Standards</u></b>  4.3B summarize the significant contributions of individuals such as Texans William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza  4.14A explain the meaning of various patriotic symbols and landmarks of Texas, including the <del>six flags that flew over Texas</del>, the San Jacinto Monument, the Alamo, and <del>various missions</del>.  4.14B sing or recite "Texas, Our Texas"  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</p>
<p>Concept #3: Effects of the Texas Revolution Suggested Days: 4</p>	<p><b><u>Priority Standards</u></b>  <b>4.3A analyze the <del>causes, major events, and effects</del> of the Texas Revolution, including the Battle of the Alamo, the <del>Texas Declaration of Independence</del>, the Runaway Scrape, and the Battle of San Jacinto</b></p> <p><b><u>Important Standards</u></b>  4.3B summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza  4.3C identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones</p>



### Grading Period 3

#### Unit 5: Republic of Texas

Estimated Date Range: 1/6 – 1/26

Estimated Time Frame: 14

Note: Includes 2 days for Re-engagement and Assessment

Concepts within the Unit	TEKS
<p>Concept #1: Problems and Successes of the Republic of Texas Suggested Days: 7</p>	<p><b><u>Priority Standards</u></b>  <b>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</b></p> <p><b><u>Important Standards</u></b>            4.3C identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones            4.3D 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            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</p>
<p>Concept #2: Annexation of Texas Suggested Days: 5</p>	<p><b><u>Priority Standards</u></b>  <b>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</b></p> <p><b><u>Important Standards</u></b>            4.3D 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            4.15A identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty</p>
<h4>Unit 6: New Challenges for Texas</h4> <p>Estimated Date Range: 1/27 – 2/26            Estimated Time Frame: 21            Note: Includes 3 days for Re-engagement and Assessment</p>	

Concepts within the Unit	TEKS
Concept #1: The U.S.-Mexican War Suggested Days: 3	<b><u>Priority Standards</u></b> <b>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</b>
Concept #2: The Civil War Suggested Days: 7	<b><u>Priority Standards</u></b> <b>4.4A describe the impact of the Civil War and Reconstruction on Texas</b>  <b><u>Important Standards</u></b> 4.14D describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth 4.18A identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes Fulford and their contributions
Concept #3: Reconstruction in Texas and Fort Bend County Suggested Days: 8	<b><u>Priority Standards</u></b> <b>4.4A describe the impact of the Civil War and Reconstruction on Texas</b>  <b><u>Important Standards</u></b> 4.15D identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals FB1 The student understands how historians use information acquired from a variety of sources to interpret local history, while applying critical thinking skills.
<b>Unit 7: Growth and Change in Texas</b> Estimated Date Range: 3/1 – 4/1 Estimated Time Frame: 19 (10 days in this grading period) Note: Includes 2 days for Re-engagement and Assessment	
Concepts within the Unit	TEKS
Concept #1: Cattle Industry Suggested Days: 6	<b><u>Priority Standards</u></b> <b>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</b>

<p>DLA: Mar. 2nd-4th Report Scores: Due Mar 12th</p>	<p><u>Important Standards</u>            4.4B explain the growth, development, and impact of the cattle industry such as contributions made by Charles Goodnight, Richard King, and Lizzie Johnson            4.4D examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo            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            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            4.11C identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas            4.18A identify famous inventors and scientists such as <del>Gail Borden</del>, Joseph Glidden, <del>Michael DeBakey</del>, and <del>Millie Hughes Fulford</del> and their contributions</p>
<p>Concept #2: Railroad Industry Suggested Days: 4</p>	<p><u>Priority Standards</u>  <b>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</b></p> <p><u>Important Standards</u>            4.4C explain the effects of the railroad industry on life in Texas, including changes to cities and major industries            4.4D examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo            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            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            4.11C 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</p>
<p><b>Grading Period 4</b></p>	

<b>Unit 7: Growth and Change in Texas (continued)</b> Estimated Date Range: 3/1 – 4/1 Estimated Time Frame: 19 (9 days in this grading period) Note: Includes 2 days for Re-engagement and Assessment	
Concepts within the Unit	TEKS
Concept #3: Texas Oil Boom Suggested Days: 7	<p><b><u>Priority Standards</u></b></p> <p><b>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</b></p> <p><b><u>Important Standards</u></b></p> <p>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</p> <p>4.10A describe how the free enterprise system works, including supply and demand</p> <p>4.10B identify examples of the benefits of the free enterprise system such as choice and opportunity</p> <p>4.11B explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas</p> <p>4.11C identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas</p>
<b>Unit 8: Good Times and Hard Times in Texas</b> Estimated Date Range: 4/5 – 4/30 Estimated Time Frame: 19 Note: Includes 2 days for Re-engagement and Assessment Note: Includes 1 day for state testing	
Concepts within the Unit	TEKS
Concept #1: Roaring Twenties Suggested Days: 5	<p><b><u>Priority Standards</u></b></p> <p><b>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 individuals</b></p> <p><b><u>Important Standards</u></b></p>

	<p>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</p> <p>4.10B identify examples of the benefits of the free enterprise system such as choice and opportunity</p> <p>4.11D explain how developments in transportation and communication have influenced economic activities in Texas</p> <p>4.17B summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe</p>
<p>Concept #2: Difficult Times</p> <p>Suggested Days: 6</p>	<p><b><u>Priority Standards</u></b></p> <p><b>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 individuals</b></p>
<p>Concept #3: World War II</p> <p>Suggested Days: 5</p>	<p><b><u>Priority Standards</u></b></p> <p><b>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 individuals</b></p> <p><b><u>Important Standards</u></b></p> <p><b>4.7B identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods</b></p>
<p style="text-align: center;"><b>Unit 9: Texas Today</b>            Estimated Date Range: 5/3 – 5/26            Estimated Time Frame: 18            Note: Includes 3 days for Re-engagement and Assessment            Note: Includes 2 days for state testing</p>	
<b>Concepts within the Unit</b>	<b>TEKS</b>
<p>Concept #1: Being a Good Citizen in Texas Today</p> <p>Suggested Days: 6</p>	<p><b><u>Priority Standards</u></b></p> <p><b>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 participating in historic preservation and service projects</b></p>

	<p><u>Important Standards</u></p> <p>4.15C 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</p> <p>4.15D identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals</p> <p>4.15E explain how to contact elected and appointed leaders in state and local governments</p> <p>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</p> <p>4.16B identify leadership qualities of state and local leaders, past and present</p>
<p>Concept #2: The Economy of Texas Today</p> <p>Suggested Days: 7</p>	<p><u>Priority Standards</u></p> <p><b>4.18B describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas</b></p> <p><u>Important Standards</u></p> <p>4.18A identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions</p> <p>4.10A describe how the free enterprise system works, including supply and demand</p> <p>4.10B identify examples of the benefits of the free enterprise system such as choice and opportunity</p> <p>4.11A identify how people in different regions of Texas earn their living, past and present</p> <p>4.11B explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas</p> <p>4.11C identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas</p> <p>4.11D explain how developments in transportation and communication have influenced economic activities in Texas</p>