# 4th Grade Social Studies Overview
## 2019 - 2020

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, unit overviews, big ideas, essential questions, concepts for each unit, and the S.S. Instructional Model.

## Definitions

**Overview**— The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

**TEKS**— Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

**Process Standards**— The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

**Unit Overview**— The unit overview provides a brief description of the concepts covered in each unit.

**Big Ideas and Essential Questions**— Big ideas create connections in learning. They anchor all the smaller isolated facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

**Concept**— A subtopic of the main topic of the unit

**Instructional Model**— The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

## Parent Supports

The following resources provide parents with ideas to support students’ understanding. For sites that are password protected, your child will receive login information through their campus.

- [Pearson Realize](#) — click on the link for directions on accessing the textbook
- [Pebble Go](#)
- [Brainpop](#)
- [Discovery Education](#)
- [Britannica School](#)
- [Ebsco Host](#)
- [Maps 101](#)
- [World Book](#)
- [National Geographic Kids](#)
Instructional Model

This model is an inquiry-based approach to learning Social Studies with a focus on critical thinking skills. Students start with a thought provoking question, which frames the lesson and flows throughout. After students make predictions based on the question, students will gather and interpret information to build his/her understanding of the standard(s) addressed by the question. Next, students will communicate the knowledge gained and demonstrate understanding by engaging in communication and application skills. Finally, students will reflect and assess their understanding.

Process Standards

4.21(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas

4.21(B) analyze information by 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(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

4.21(D) identify different points of view about an issue, topic, historical event, or current event

4.21(E) use appropriate mathematical skills to interpret social studies information such as maps and graphs

4.22(A) use social studies terminology correctly

4.22(B) incorporate main and supporting ideas in verbal and written communication

4.22(C) express ideas orally based on research and experiences

4.22(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies

4.22(E) use standard grammar, spelling, sentence structure, and punctuation
4.23(A) use a problem-solving process 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

4.23(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

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## Grading Period 1

### Unit 1: Intro to Texas and Texas Geography

- **Estimated Date Range:** 8/14-9/10
- **Estimated Time Frame:** 19

**Unit Overview:**

This unit is important because students will be introduced to the study of Texas History. A general overview of what the course will cover and why learning about Texas history is important and why Texas is unique will be the emphasis. The unit then sets the framework for future learning by reviewing map skills that will be used throughout the school year. The unit closes with a look at the regions of Texas and how the geography, landforms, and climate of those regions impact people's settlement patterns and way of life. Though the unit is not long, the foundation of map skills and the focus the impact of geography will come up in several future units.

**Big Ideas:**

- The history of our state is like no other state.
- Maps need a title, compass rose, scale, grid system, and legend with symbols to represent places.
- Landforms, climate, and resources define a geographic region.

**Essential Questions**

- What makes Texas unique?
- How can you create a map of a place?
- What defines a region?

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<tr>
<td>Concept #2: Map Skills</td>
<td>4.6A, 4.6B, 4.8B</td>
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<tr>
<td>Concept #3: Regions of Texas</td>
<td>4.7A, 4.7B, 4.7C, 4.8B, 4.8C 4.12B</td>
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### Unit 2: American Indians in Texas (Includes Celebrate Freedom Week)

- **Estimated Date Range:** 9/11-10/4
- **Estimated Time Frame:** 17

**Unit Overview:**

This unit is important because it gives the foundation for understanding the history of our state. The unit will start by exploring the origins of American Indian groups in Texas. As part of this concept, they will focus on how early groups
adapted in order to survive. In the 2nd concept, students will learn about the characteristics of culture such as food, clothing, shelter, technology, customs/traditions, etc. of such groups as the Karankawa, Caddo, Jumano, Lipan Apache, Ysleta Del Sur Pueblo, and Kickapoo. An emphasis will be on how the geographical features affect the way of life. Students will build on the knowledge they gained about American Indians in the European Exploration and Conflict, Cattle, and Crude units.

Big Ideas:
- People survive in a new place by adapting to the environment.
- Economic activities, food, and shelter are all shaped by geography.

Essential Questions
- How do people survive when they settle in a new place?
- How does a geographic region affect the way people live?

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<th>Concepts within Unit # 2</th>
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<tr>
<td>Concept #2: Comparing Indian Groups</td>
<td>4.1B, 4.1C, 4.1D, 4.9A, 4.9B, 4.10A, 4.14A</td>
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**Unit 3: European Exploration and Settlement**

Estimated Date Range: 10/7-10/10
Estimated Time Frame: 15 (4 days in 1st grading period)

Unit Overview:

In this unit, students will learn about European exploration. The focus will be on the motivations, accomplishments, and impact of significant explorers. Then, students will learn about the establishment of Catholic missions in Texas including when, where, and why they were created. In the last concept, students will learn about Mexican War of Independence and new settlers coming to Texas. A particular emphasis will be on the economic motivations of significant empresarios like Stephen F. Austin.

Big Ideas:
- Exploration leads to settlement.
- Settlements lead to a mix of cultures that impact future generations.

Essential Questions
- What impact does exploration have on a place?
- What is the lasting impact of interaction between cultures?

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<tr>
<th>Concepts within Unit # 3</th>
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<tr>
<td>Concept #1: Europeans Explore Texas</td>
<td>4.2A, 4.2B, 4.6A</td>
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<tr>
<td>Concept #2: Early Settlements and Missions</td>
<td>4.2A, 4.2C, 4.12C, 4.16A</td>
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**Grading Period 2**

**Unit 3: European Exploration and Settlement (continued)**

Estimated Date Range: 10/15-10/29
Estimated Time Frame: 15 days (11 days in grading period 2)
**Unit Overview:**

In this unit, students will examine and summarize who explored Texas and their motivations for their colonization of North America and Texas. In addition, the students will study the early settlement areas, the significance of explorers and their accomplishments, and life in the missions. The students will identify and explain the economic motivations and impact of significant empresarios. It is important to note the TEKS concentrate on the exploration of Texas, in addition to North America. Lastly, students will learn about where and why the Spanish established missions and explain in great detail what the people did to make a living in the area where they settled.

**Big Ideas:**
- Events in one time-period influence events in later time-periods.

**Essential Questions**
- How are events that happen at different times connected?

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<tr>
<th>Concepts within Unit # 3</th>
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<tr>
<td>Concept #3: Mexican Independence, Empresarios, and New Settlers</td>
<td>4.2A, 4.2D, 4.2E, 4.8A, 4.8B, 4.8C, 4.12A, 4.12C, 4.14B</td>
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**Unit Overview:**

In this unit students will analyze the causes including the Law of April 6, 1830 and Texas’s grievances against Mexico. Students will then focus on how conflict leads to Revolution by learning about important events like the Battle of Gonzales and the Texas Declaration of Independence. From there, they will focus on key events such as the Battle of the Alamo, the Runaway Scrape, and the Battle of San Jacinto. In the last concept, students will focus on analyzing the Treaty of Velasco. This unit will help students make connections as they learn about the causes and effects of the American Revolution in 5th grade.

**Big Ideas:**
- Conflict produces change.
- Leadership is important to the outcome of conflicts.
- Events in one time-period influence events in later time-periods.

**Essential Questions**
- What causes change?
- How do leaders shape a nation?
- How are our lives shaped by past events?

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<td>Concept #2: From the Alamo to San Jacinto</td>
<td>4.3A, 4.3B, 4.6A, 4.16A, 4.16B</td>
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<tr>
<td>Concept #3: Effects of the Texas Revolution</td>
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Unit 5: Republic of Texas
Estimated Date Range: 12/2-12/19
Estimated Time Frame: 14

Unit Overview:
This unit is important because the Republic of Texas is a unique period in the history of our state and there are many relevant issues that can be applied to the present throughout this unit. In this unit, students will gain an understanding of how the Republic of Texas struggled with establishing a new government, debt, potential threat from Indians, threat from Mexico, and other issues including protecting the frontier. Although Texas could address many problems on its own, annexation was the ultimate solution to many of the problems Texas faced as an independent republic.

Big Ideas:
- Creating a new country will bring economic, political, and social challenges.
- Challenges can lead to change.

Essential Questions
- What challenges do you face in creating a new country?
- What effect do challenges have on a society?

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<tr>
<td>Concept #2: American Indian Conflict and Texas Rangers</td>
<td>4.3D, 4.3E, 4.15A</td>
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<tr>
<td>Concept #3: Annexation of Texas</td>
<td>4.3D, 4.3E</td>
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</table>
Grading Period 3

Unit 6: New Challenges for Texas
Estimated Date Range: 1/7-2/5
Estimated Time Frame: 21

Unit Overview:

This unit is important because it introduces students to two major events during the 1800s – the Mexican American War and the Civil War. In the 1st concept, students will learn about the role of Annexation in leading the U.S. Mexican War and about the impact of the war. Then, students will learn about the Civil War. The emphasis in that concept is how the Civil War impacted Texas. In the last concept, students will learn about Reconstruction. As part of this concept, students will learn about the origins and significance of Juneteenth. This unit will help students better understand Westward Expansion and the Civil War when they are in 5th grade, and, in turn, understand how those events shaped the country we live in today.

Big Ideas:
- Events in one time-period influence events in later time-periods.
- Wars have social, political, and economic effects.
- Wars bring new opportunities and challenges.

Essential Questions
- Why does conflict develop?
- How does war affect a society?
- What are the outcomes of war?

Concepts within Unit #6

<table>
<thead>
<tr>
<th>Concept #1: The Mexican American War</th>
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<th>Concept #2: The Civil War</th>
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<td>Link to TEKS 4.4A, 4.20A</td>
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<tr>
<th>Concept #3: Reconstruction in Fort Bend County and Texas</th>
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<td>Link to TEKS 4.4A, 4.16D</td>
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Unit 7: Conflict, Cattle, and Crude
Estimated Date Range: 2/6-3/6
Estimated Time Frame: 20

Unit Overview:

This unit is important because it focuses on a time period in our history that shaped the state we live in today. Students will explore, identify, summarize, and analyze how westward expansion in Texas affected Texas American Indians and the Texas economy. They will also learn the concept of a free-enterprise system and explore, identify, summarize, and analyze how the cattle industry, railroads, and the discovery of oil affected the economy and growth of Texas. In 5th grade, students will build on what they learned in this unit by focusing on how the nation was changing during this same time period.

Big Ideas:
- People who live in different locations may have different values, goals, and lifestyles.
- Innovations in transportation influence economic activities.
- Economic growth provides more opportunities to people.

Essential Questions
- How do different groups experience the same event?
- How does improved transportation change our lives?
- What is the impact of economic growth?

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<th>Concepts within Unit #7</th>
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<td>Concept #1: Indian Wars</td>
<td>4.4D, 4.10A, 4.12C, 4.14A, 4.21B</td>
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<td>Concept #2: Cattle and Railroads</td>
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<tr>
<td>Concept #3: Texas Oil Boom</td>
<td>4.4B, 4.4D, 4.4C, 4.5A, 4.5B, 4.11B</td>
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**Grading Period 4**

**Unit 8: 20th Century**
Estimated Date Range: 3/16-4/15
Estimated Time Frame: 21

**Unit Overview:**

This unit is important because it covers important events in the past century that were instrumental in shaping the world we live in today. Students will discover how the economy can affect the way people live. Economic growth such as what occurred during the early 1900's brought about great change for other Texas industries resulting in more jobs, inventions and innovations, and a trend towards the urbanization of Texas that continues today. Soon thereafter, the Great Depression occurred. Students will also explore how this affected the lives of Texans. In the last concept, students will briefly read about and discuss World War II and its effect on the economy and Texans. In this unit, several Texans who brought about change such as cultural change and their impact on society are emphasized including notable Texas musicians, war heroes, and the women's rights movement. This unit will form the foundation for understanding important events in the 20th Century that will be further studied in 5th grade.

**Big Ideas:**
- Growth brings both positive and negative changes.
- Economic depressions can greatly affect society, business, and people's choices.
- Wars have social, political, and economic effects.

**Essential Questions**
- What effect does growth have on a society?
- What impact does an economic crisis have?
- How does war affect society?

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<th>Concepts within Unit #8</th>
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<tr>
<td>Concept #2: Difficult Times</td>
<td>4.5A, 4.11B</td>
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<tr>
<td>Concept #3: World War II</td>
<td>4.5A, 4.5C, 4.8A, 4.12F, 4.13A, 4.13B</td>
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**Unit 9: Modern Texas**
Estimated Date Range: 4/16-5/28
Estimated Time Frame: 30
Unit Overview:

This unit is important because it gives students an overview of our state today and prepares students to be informed and engaged citizens. First, students will learn about economic activities in our state and how we adapt and modify the environment for economic development. Then, students will learn about the culture of our state with a particular focus on its diversity. Next, students will learn about the structure of our government and important leaders in our state, past and present. This unit will end with students engaging and participating as citizens by writing their representatives and developing plans to volunteer or serve their community. In 5th grade, students will use the knowledge of government, economics, and citizenship they gained in 4th grade and apply it to a focus on our country rather than our state.

Big Ideas:
- Free enterprise, scientific discoveries, trade, and innovations are important to the development of our economy.
- People from all over the world have brought their cultures to Texas creating a more diverse community.
- Power is shared between branches and levels of government and leaders represent us at each level.
- The success of our country depends on individuals actively participating in the democratic process.

Essential Questions
- What economic activities help communities?
- How does culture shape our lives?
- How does our government stay balanced?
- Why are good citizens important to the success of our country?

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<tr>
<th>Concepts within Unit 9</th>
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<tr>
<td>Concept #3: The Government of Texas</td>
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<tr>
<td>Concept 4: Citizenship in Texas</td>
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