

# 4<sup>th</sup> Grade Social Studies Overview 2022 - 2023

This document is designed 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.

Included at the end of this document, you will find:

- A glossary of curriculum components
- The content area instructional model
- Parent resources for this content area

# To advance to a particular grading period, click on a link below.

- Grading Period 1
- Grading Period 2
- Grading Period 3
- Grading Period 4

### **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.

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.

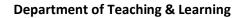
4.21A use social studies terminology correctly;

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: 8/10 – 9/9 Estimated Time Frame: 22 Note: Includes 4 days for Re-engagement and Assessment

#### Unit Overview:

This unit is important because students will learn about how the geography of our state influences our live. Students will learn about how geographic factors such as climate and physical features affect settlement. Students will look closely on the regions of Texas and on characteristics of each region. Lastly, students will learn about why we adapt to and modify the environment and the impact that it has. Though the unit is not long, the foundation how geography influences our lives will come up in several future units.

#### At home connections:

• Students can research some cities they are interested in in Texas by looking at its population changes over time. Have them pay attention to the geography of the city and if that plays a role in a rise or decline in population. You can also have them compare the number of cities/towns that are along bodies of water to those that are not.



Concepts within Unit #1 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
Concept #1: Places in Texas 4.7A, 4.7B, 4.14C Concept #2: Regions in Texas 4.6A, 4.6B, 4.7A, 4.11A, 4.11B, 4.11D, 4.17A Concept #3: Adapting and Modifying the Environment 4.8A, 4.8A, 4.8C	Competency 1: Geographical Regions and American Indians in Texas	<ul> <li>use tools to interpret a variety of maps</li> <li>create a map using a variety of tools</li> <li>explain the geographic factors that influence patterns of settlement and population distribution including American Indians</li> <li>identify similarities and differences between the regions of Texas including the American Indians that settled there</li> <li>explain how geography influences the location of population and location of cities in Texas and how ancient people adapted to their environment</li> <li>explain reasons why people have adapted to and modified their environment in Texas</li> <li>compare the positive and negative consequences of human modification in Texas</li> </ul>
	Competency 7: Critical Thinking Skills	<ul> <li>use valid primary and secondary sources</li> <li>analyze information by using one or more of the following: sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations. predictions and drawing inferences and conclusions</li> <li>express ideas orally and in written communication</li> <li>create visual and written materials</li> </ul>



## **Unit 2: American Indians in Texas**

Estimated Date Range: 9/19 – 10/7 Estimated Time Frame: 14 Note: Includes 3 days for Re-engagement and Assessment

#### 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 2<sup>nd</sup> 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 the Growth and Change Units.

#### At home connections:

Students can choose one of the American Indians they found most interesting and have them do some research online or
go to the library to find a book. You may also have them focus on the American Indians that lived in this region of Texas
so they can learn more about how they lived and survived in the same area that we live in.

Concepts within Unit # 2	Competencies that will	Success Criteria for this unit	
Link to TEKS	be graded in this unit		
Concept #1: Origins of American Indian Groups 4.1A, 4.8A, 4.8B Concept #2: Comparing Indian Groups 4.1B, 4.1C, 4.1D, 4.8A, 4.8B	Competency 1: Geographical Regions and American Indians in Texas	<ul> <li>describe how geography influenced the American Indians way of life</li> <li>compare the ways of life, economic activities, and government of American Indians groups</li> <li>identify American Indian groups remaining in Texas today</li> </ul>	
	Competency 7: Critical Thinking Skills	<ul> <li>use valid primary and secondary source</li> <li>analyze information by using one or more of the following: sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations, predictions and drawing inferences and conclusions</li> <li>express ideas orally and in written communication</li> <li>create visual and written materials</li> </ul>	



# **Grading Period 2**

## **Unit 3: European Exploration and Settlement of Texas**

Estimated Date Range: 10/11 – 11/11 Estimated Time Frame: 23 days Note: Includes 3 days for Re-engagement and Assessment

#### Unit Overview:

In this unit, students will examine and summarize who explored Texas and their motivations for their colonialization 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. Lastly, students will learn about where and why the Spanish established missions and explain what people did to make a living in the area where they settled.

#### At home connections:

• Students can read and learn more about the French exploration by visiting the Bob Bullock Museum. If they are interested in learning more about exploration, they can visit <u>The Age of Exploration</u> website.

Concepts within Unit # 3	Competencies that will be graded in this unit	Success Criteria for this unit
Link to TEKS	be graded in this unit	
Concept #1: Europeans Explore Texas 4.2A, 4.2B Concept #2: Early Settlements and Missions 4.2A, 4.2C, 4.11C, 4.14A Concept #3: Mexican Independence, Empresarios, and New Settlers 4.2A, 4.2D, 4.2E, 4.7A, 4.7B, 4.9B, 4.10C, 4.11A, 4.11C, 4.12B	Competency 2: Exploration and Settlement of Texas	<ul> <li>describe areas of Texas that were explored</li> <li>explain why Spanish established settlements and missions</li> <li>explain the effects of Spanish settlements in Texas</li> <li>compare characteristics of the Spanish colonial government and the early Mexican governments in Texas</li> <li>identify the accomplishments of significant Empresarios on the settlement of Texas</li> <li>explain how geography influenced where people settled in Texas</li> <li>explain the economic activities of early settlers to Texas</li> </ul>
	Competency 7: Critical Thinking Skills	<ul> <li>use valid primary and secondary sources</li> <li>analyze information by using one or more of the following: sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</li> <li>express ideas orally and in written communication</li> <li>create visual and written materials</li> </ul>
	Competency 8: Problem-Solving and Decision-Making Skills	<ul> <li>gather information</li> <li>list and considers options</li> <li>consider advantages and disadvantages</li> </ul>



		<ul> <li>choose a solution</li> <li>implement a solution</li> <li>evaluate the effectiveness of the solution</li> </ul>
	Unit 4: Revolution in Estimated Date Range: 11/14 Estimated Time Frame: udes 3 days for Re-engagement	- 12/16 20
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 5 <sup>th</sup> grade.		
<ul> <li>At home connections:</li> <li>Students can visit the San Jacinto Webs monument is near our area, it could be</li> </ul>	-	nto Monument. This is an interactive website. Since this the battle that occurred here.
Concepts within Unit # 4 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
Concept #1: Conflict Leads to Revolution		
4.3A, 4.3B, 4.3C, 4.13A, 4.14D, 4.15D Concept #2: From the Alamo to San Jacinto 4.3A, 4.3B, 4.14A, 4.14B, 4.15A Concept #3: Effects of the Texas Revolution 4.3A, 4.3B, 4.3C	Competency 3: Revolution and Republic of Texas	<ul> <li>explain how certain events led to the Texas Revolution</li> <li>interpret and summarize key parts of the Texas Declaration of Independence</li> <li>explain the importance of the Texas Declaration of Independence</li> <li>summarize the contributions of individuals during the Texas Revolution</li> <li>sequence major events during the Texas Revolution</li> <li>explain how the events are connected</li> <li>explain the effects of the Texas Revolution</li> </ul>



	Competency 8: Problem-Solving and Decision-Making Skills	<ul> <li>express ideas orally and in written communication</li> <li>create visual and written materials</li> <li>gather information</li> <li>list and considers options</li> <li>consider advantages and disadvantages</li> <li>choose a solution</li> <li>implement a solution</li> <li>evaluate the effectiveness of the solution</li> </ul>
Grading Period 3		

Unit 5: Republic of Texas

Estimated Date Range: 1/5– 1/25 Estimated Time Frame: 14 Note: Includes 2 days for Re-engagement and Assessment

#### 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.

#### At home connections:

Students learn about 3 important individuals during this unit: Sam Houston, Mirabeau Lamar and Anson Jones. Have your child choose one that he/she wants to learn more about and find a book to read or do some online reading on this person. If possible, you can also visit the <u>Fort Bend County Museum</u> to learn more about these individuals or time-period.

Concepts within Unit # 5 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
Concept #1: Problems and Successes of the Republic of Texas 4.3C, 4.3D, 4.3E, 4.13A, 4.13B Concept #2: Annexation of Texas 4.3D, 4.3E, 4.15A	Competency 3: Revolution and Republic of Texas	<ul> <li>identify leaders important to the founding of Texas as a republic</li> <li>describe the successes, problems, and organizations of the Republic of Texas</li> <li>identify the purposes and explain the importance of the Texas Constitution and Meusebach- Comanche Treaty</li> </ul>
	Competency 7: Critical Thinking Skills	<ul> <li>identify and explain the basic functions of the three branches of government of Texas</li> <li>use valid primary and secondary sources</li> <li>analyze information by using one or more of the following: sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing,</li> </ul>



	<ul> <li>making generalizations and predictions, and drawing inferences and conclusions</li> <li>express ideas orally and in written communication</li> <li>create visual and written materials</li> </ul>
Competency 8: Problem-Solving and Decision-Making Skills	<ul> <li>gather information</li> <li>list and considers options</li> <li>consider advantages and disadvantages</li> <li>choose a solution</li> <li>implement a solution</li> <li>evaluate the effectiveness of the solution</li> </ul>



#### **Unit 6: New Challenges for Texas**

Estimated Date Range: 1/26 – 2/24 Estimated Time Frame: 20 Note: Includes 3 days for Re-engagement and Assessment

#### Unit Overview:

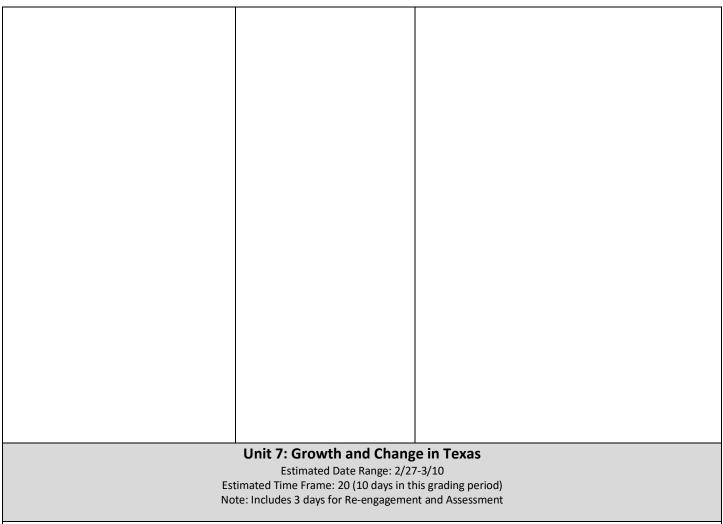
This unit is important because it introduces students to two major events during the 1800s – the Mexican American War and the Civil War. In the 1<sup>st</sup> concept, students will learn about the role of Annexation in leading the U.S. Mexican War and about the impact of the war. Then, students will 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 5<sup>th</sup> grade, and, in turn, understand how those events shaped the country we live in today.

#### At home connections:

• Students can learn more about Emancipation Park in Houston by visiting <u>PBS website on Reconstruction in Texas</u>.

Concepts within Unit #6	Competencies that will be	Success Criteria for this unit
Link to TEKS	graded in this unit	
Concept #1: The U.SMexican War 4.3E	Competency 4: Challenges, Growth and Change in Texas	<ul> <li>explain the impact of the Mexican American War</li> <li>describe the impact of the Civil War</li> <li>describe the effects of Reconstruction</li> </ul>
Concept #2: The Civil War 4.4A, 4.14D, 4.18A Concept #3: Reconstruction in Fort Bend County and Texas 4.4A, 4.15D, FB1	Competency 7: Critical Thinking Skills	<ul> <li>use valid primary and secondary sources</li> <li>analyze information by using one or more of the following: sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</li> <li>express ideas orally and in written communication</li> <li>create visual and written materials</li> </ul>
	Competency 8: Problem- Solving and Decision-Making Skills	<ul> <li>gather information</li> <li>list and considers options</li> <li>consider advantages and disadvantages</li> <li>choose a solution</li> <li>implement a solution</li> <li>evaluate the effectiveness of the solution</li> </ul>





#### 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 the cattle industry, railroads, and the discovery of oil affected the economy and growth of Texas. In 5<sup>th</sup> grade, students will build on what they learned in this unit by focusing on how the nation was changing during this same time-period.

#### At home connections:

• Students can learn more about Spindletop. They can read how it changed the world by reading articles from Texas State Historical Association or History.com. Since this is in our area, it can be more interesting and relevant.



Concepts within Unit #7	Competencies that will be graded in this unit	_Success Criteria for this unit
Link to TEKS		
Concept #1: Cattle Industry 4.4B, 4.4D, 4.9A, 4.10A, 4.10B, 4.10C, 4.11C, 4.18A Concept #2: Railroad Industry 4.4C, 4.4D, 4.9A, 4.10A, 4.10B, 4.10C, 4.11C, 4.11D Concept #3: Texas Oil Boom 4.5B, 4.10A, 4.10B, 4.10C, 4.11B, 4.11C	Competency 4: Challenges, Growth and Change in Texas Competency 7: Critical	<ul> <li>explain the growth of the cattle industry in Texas</li> <li>explain the development of the cattle industry in Texas</li> <li>explain the impact of the cattle industry in Texas</li> <li>explain the effects of the railroad industry on life in Texas</li> <li>explain the effects on American Indian life due to the Red River War</li> <li>explain the effects on American Indian life due to the building of U.S. forts and railroads</li> <li>explain the effects on American Indian life due to the loss of buffalo</li> <li>use valid primary and secondary sources</li> </ul>
	Thinking Skills	<ul> <li>analyze information by using one or more of the following: sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions and drawing inferences and conclusions</li> <li>express ideas orally and in written communication</li> <li>create visual and written materials</li> </ul>
	Competency 8: Problem- Solving and Decision-Making Skills	<ul> <li>gather information</li> <li>list and considers options</li> <li>consider advantages and disadvantages</li> <li>choose a solution</li> <li>implement a solution</li> <li>evaluate the effectiveness of the solution</li> </ul>
	Grading Period	d 4
U	nit 7: Growth and Change in Te	
	Estimated Date Range: 3/20 timated Time Frame: 20 (10 days in t te: Includes 3 days for Re-engageme	his grading period)
Concepts within Unit #7 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
Concept #3: Texas Oil Boom 4.5B, 4.10A, 4.10B, 4.10C, 4.11B, 4.11C	Competency 4: Challenges, Growth and Change in Texas	<ul> <li>explain the growth of the cattle industry in Texas</li> <li>explain the development of the cattle industry in Texas</li> <li>explain the impact of the cattle industry in Texas</li> <li>explain the effects of the railroad industry on life in Texas</li> </ul>



	Competency 7: Critical Thinking Skills Competency 8: Problem- Solving and Decision-Making Skills	<ul> <li>explain the effects on American Indian life due to the Red River War</li> <li>explain the effects on American Indian life due to the building of U.S. forts and railroads</li> <li>explain the effects on American Indian life due to the loss of buffalo</li> <li>use valid primary and secondary sources</li> <li>analyze information by using one or more of the following: sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</li> <li>express ideas orally and in written communication</li> <li>create visual and written materials</li> <li>gather information</li> <li>list and considers options</li> <li>consider advantages and disadvantages</li> <li>choose a solution</li> </ul>
		<ul> <li>evaluate the effectiveness of the solution</li> </ul>
Un	it 8: Good Times and Hard	
Estimated Date Range: 4/3 – 4/29 Estimated Time Frame: 18 days		
No	te: Includes 3 days for Re-engageme	nt and Assessment

#### 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 learn about how World War II affected life in Texas. This unit will form the foundation for understanding important events in the 20<sup>th</sup> Century that will be further studied in 5<sup>th</sup> grade.

#### At home connections:

• Students could research more about Battle Ship Texas by going to <u>this website</u> to learn more. Students could research more information about airplanes during World War II. They could use information from the Lone Star Flight Museum in Houston. The museum has several WWII era planes including the B-17 bomber. The <u>website</u> includes a description of various aircrafts along with many photographs.



	graded in this unit	
Concept #1: Roaring Twenties 4.5A, 4.5B, 4.10B, 4.11D, 4.17B Concept #2: Difficult Times 4.5A Concept #3: World War II 4.5A, 4.7B	Competency 5: Good Times and Hard Times in Texas	<ul> <li>explain the causes and effects of the Great Depression</li> <li>explain the causes and effects of the Dust Bowl</li> <li>explain the causes and effects of WWII on Texas</li> <li>explain the impact of the oil industry on industrialization and urbanization in Texas</li> <li>explain the impact of the gas industry on industrialization and urbanization in Texas</li> <li>explain the impact of the gas industry on industrialization and urbanization in Texas</li> <li>valid primary and secondary sources</li> </ul>
	Competency 7: Critical Thinking Skills	<ul> <li>analyze information by using one or more of the following: sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</li> <li>express ideas orally and in written communication</li> <li>create visual and written materials</li> </ul>
Unit 9: Texas Today Estimated Date Range: 5/1 – 5/25		
Estimated Time Frame: 19 days Note: Includes 3 days for Re-engagement and Assessment		

This unit is important because it gives students an overview of our state today and prepares students to be informed and engaged citizens. Students will learn about economic activities in our state and about important discoveries and technological innovations. 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. Students will learn the importance of engaging and participating as citizens writing their representatives and developing In 5<sup>th</sup> grade, students will use the knowledge of government, economics, and citizenship they gained in 4<sup>th</sup> grade and apply it to a focus on our country rather than our state.

#### At home connections:

Students can research information about how Houston's location on the Gulf of Mexico and the building of the ship channel has made it one of the largest cities in the United States. Have them connect how this has also contributed to large our diversity in Houston. Students can learn more about the government leaders in the area by going online to learn about their roles and responsibilities.



Concepts within Unit 9 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
Concept #1: Being a Good Citizen in Texas Today 4.15B, 4.15C, 4.15D, 4.15E, 4.16A, 4.16B Concept #2: The Economy of Texas Today 4.10A, 4.10B, 4.11A, 4.11B, 4.11C, 4.11D, 4.18B	Competency 6: Texas Today Competency 7: Critical Thinking Skills	<ul> <li>explain how individuals can participate voluntarily in civic affairs at state and local levels</li> <li>identify the importance of historic figures who participated in the democratic process</li> <li>explain how to elect leaders in local governments</li> <li>explain how to elect leaders in state governments</li> <li>identify leaders in local government</li> <li>identify leaders in state government</li> <li>identify leaders in state government</li> <li>use valid primary and secondary sources</li> <li>analyze information by using one or more of the following: sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</li> <li>express ideas orally and in written communication</li> <li>create visual and written materials</li> </ul>

# **Glossary of Curriculum Components**

<u>Overview</u> – 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.

**<u>Unit Overview</u>** – The unit overview provides a brief description of the concepts covered in each unit.

<u>**Concept**</u> – A subtopic of the main topic of the unit

<u>Competency</u>—Standards-Based Grading communicates students' understanding of the Texas Essentials Knowledge and Skills (TEKS). Using the TEKS, teachers developed grade-level competencies to communicate student progress in the Standards-Based gradebook. The competencies are the same for each grade-level content area (i.e. 1st grade math) across the district. Teachers report students' progress on the competencies using learning progressions. <u>Competency Success Criteria</u>—the criteria that must be demonstrated to determine proficiency with this competency in this concept

<u>Learning Progression</u>—A learning progression is comprised of three proficiency levels (developing, progressing, proficient). Each proficiency level in the progression defines the knowledge and skills that students will master on their pathway to proficiency. Teachers will report student's current level of understanding of the competencies using the Learning Progressions.

**<u>Proficient</u>**—A mark of Proficient (PF) means the student meets the grade-level expectations for the competency.



# **Parent Resources**

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

Resource	How it supports parent and students
Pearson Realize	This is the state adopted textbook for elementary social studies. Click on the link for
	directions on accessing the textbook.
Pebble Go	This resource provides access to books for reading and learning more about concepts
	in the social studies content.
Brainpop	This resource offers learning a variety of animated videos for leaning social studies
	content as well as activities and games students can use to learn in a fun way.
Learn 360	This online resource provides access to a wide variety of videos to help in learning more
	about social studies concepts.
Britannica School	This is an information resource for elementary students. It has encyclopedia articles,
	multimedia, primary sources, games, and other learning resources that support
	student learning.
Ebsco Host	This online reference system serves all content areas.
Maps 101	This online resource provides access to access to maps, animations, videos, games, &
	activities.
World Book	World Book contains thousands of informational articles with stunning illustrations,
	videos, interactive maps, and activities.

All Resources are available through 1Link through the Fort Bend ISD website.

# **Instructional Model**

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



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

