

4th 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 lives. 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.

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 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 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 Link to TEKS | Competencies that will be graded in this unit | Success Criteria for 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 Competency 7: Critical Thinking Skills | <ul style="list-style-type: none"> • describe how geography influenced the American Indians way of life • compare the ways of life, economic activities, and government of American Indians groups • identify American Indian groups remaining in Texas today • use valid primary and secondary source • 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 • express ideas orally and in written communication • create visual and written materials |

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| | <p>Competency 8: Problem-Solving and Decision-Making Skills</p> | <p>making generalizations and predictions, and drawing inferences and conclusions</p> <ul style="list-style-type: none"> • express ideas orally and in written communication • create visual and written materials <ul style="list-style-type: none"> • gather information • list and considers options • consider advantages and disadvantages • choose a solution • implement a solution • evaluate the effectiveness of the solution |
|--|---|--|

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 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.

At home connections:

- Students can learn more about Emancipation Park in Houston by visiting [PBS website on Reconstruction in Texas](#).

| Concepts within Unit #6 Link to TEKS | Competencies that will be graded in this unit | Success Criteria for this unit |
|---|---|--|
| <p>Concept #1: The U.S.-Mexican War 4.3E</p> <p>Concept #2: The Civil War 4.4A, 4.14D, 4.18A</p> <p>Concept #3: Reconstruction in Fort Bend County and Texas 4.4A, 4.15D, FB1</p> | <p>Competency 4: Challenges, Growth and Change in Texas</p> <p>Competency 7: Critical Thinking Skills</p> <p>Competency 8: Problem-Solving and Decision-Making Skills</p> | <ul style="list-style-type: none"> • explain the impact of the Mexican American War • describe the impact of the Civil War • describe the effects of Reconstruction • use valid primary and secondary sources • 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 • express ideas orally and in written communication • create visual and written materials • gather information • list and considers options • consider advantages and disadvantages • choose a solution • implement a solution • evaluate the effectiveness of the solution |

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Unit 7: Growth and Change in Texas

Estimated Date Range: 2/27-3/10

Estimated Time Frame: 20 (10 days in this grading period)

Note: Includes 3 days for Re-engagement and Assessment

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 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.

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.

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| | <p>Competency 7: Critical Thinking Skills</p> <p>Competency 8: Problem-Solving and Decision-Making Skills</p> | <ul style="list-style-type: none"> • explain the effects on American Indian life due to the Red River War • explain the effects on American Indian life due to the building of U.S. forts and railroads • explain the effects on American Indian life due to the loss of buffalo • use valid primary and secondary sources • 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 • express ideas orally and in written communication • create visual and written materials • gather information • list and considers options • consider advantages and disadvantages • choose a solution • implement a solution • evaluate the effectiveness of the solution |
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Unit 8: Good Times and Hard Times in Texas

Estimated Date Range: 4/3 – 4/29

Estimated Time Frame: 18 days

Note: Includes 3 days for Re-engagement 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 20th Century that will be further studied in 5th grade.

At home connections:

- Students could research more about Battle Ship Texas by going to [this website](#) 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 [website](#) includes a description of various aircrafts along with many photographs.

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

