



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT
2003-2004 & 2004-2005 SOCIAL STUDIES SCOPE & SEQUENCE:
GRADE 4 (ENGLISH & SPANISH)
GRADE LEVEL THEME: STRUCTURE/ESTRUCTURA

* Reviewed by 2002-2003 Grades 3-4 Curriculum Design Committee (+ = Explicitly Stated in TEKS ✓ = Connection Student Expectation)

| *TEKS/TAKS Connections | | | | | TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) | GRADE 4 TEKS INTRODUCTION: (Texas in the Western Hemisphere) |
|------------------------|---|---|---|---|--|---|
| 1 | 2 | 3 | 4 | 5 | | |
| | | | | | (4.1) History. The student understands the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European exploration. | <p>In Grade 4, examine the history of Texas from the early beginnings to the present within the context of influences of the Western Hemisphere. Historical content focuses on Texas History including the Texas revolution, establishment of the Republic of Texas, and subsequent annexation to the United States.</p> <ul style="list-style-type: none"> • Students discuss important issues, events and individuals of the 19th and 20th centuries • Students conduct a thorough study of regions in Texas and the Western Hemisphere that result from human activity and from physical features. • A focus on the location, distribution, and patterns of economic activities and of settlement in Texas further enhances the concept of regions. • Students describe how early Native Americans in Texas and the Western Hemisphere met their basic economic needs and identify economic motivations for European exploration and colonization and reasons for the establishment of Spanish missions. • Students explain how Native Americans governed themselves and identify characteristics of Spanish and Mexican colonial governments in Texas. • Students recite and explain the meaning of the Pledge to the Texas Flag. • Students identify the contributions of people of various racial, ethnic, and religious groups to Texas and describe the impact of science and technology on life in the state. • Students use critical-thinking skills to identify cause-and-effect relationships, compare and contrast, and make generalizations and predictions. <p>The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes.</p> <p>Skills listed in geography and social studies skills strands in The Knowledge and Skills (section b) should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.</p> |
| ✓ | ✓ | | | | (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. | |
| | | | | | (4.2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. | |
| ✓ | | ✓ | | | (A) summarize reasons for European exploration and settlement of Texas and the Western Hemisphere; | |
| | | ✓ | | | (B) identify the accomplishments of significant explorers such as Cabeza de Vaca; Christopher Columbus; Francisco Coronado, and Rene Robert Cavalier, Sieur de la Salle and explain their impact on the settlement of Texas; | |
| | | ✓ | | | (C) explain when, where, and why the Spanish established Catholic missions in Texas | |
| | | ✓ | | | (D) identify the accomplishments of significant explorers including Moses Austin, Stephen F. Austin, and Martin de Leon and explain their impact on the settlement of Texas; and | |
| | | | ✓ | | (E) identify the impact of Mexico's independence from Spain on the events in Texas. | |
| | | | | | (4.3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. | |
| | | ✓ | | | (A) analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto. | |
| | | ✓ | | | (B) describe the successes and problems of the Republic of Texas; | |
| | | | ✓ | | (C) explain the events that led to the annexation of Texas to the United States | |
| | | | | | (D) explain the impact of the Mexican War on Texas; and | |
| | | ✓ | | | (E) describe historical times in terms of years, decades, and centuries. | |
| | | | | | (4.4) History. The student understands the political, economics, and social changes in Texas during the last half of the 19 th century. | |
| | | ✓ | | | (A) describe the impact of the Civil War and Reconstruction on Texas; | |
| | | ✓ | | | (B) explain the growth and development of the cattle and oil industries; | |
| | | ✓ | | | (C) identify the impact of railroads on life in Texas, including changes to cities and major industries, and | |
| | | ✓ | ✓ | | (D) describe the effects of political, economic, and social changes on Native Americans in Texas | |

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| 1 | 2 | 3 | 4 | 5 | |
| | | | | | (4.5) History. The student understands important issues, events, and individuals of the 20 th century in Texas. |
| | | ✓ | | | (A) identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, and the growth of aerospace and the technology industries; and |
| | | ✓ | | | (B) identify the accomplishments of notable individuals such as Henry Cisneros, Miriam A. Ferguson, Audie Murphy, Cleto Rodriguez, & John Tower. |
| | | | | | (4.6) Geography. The student uses geographic tools to collect, analyze, and interpret data. |
| | ✓ | | | | (A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and; |
| | ✓ | | | | (B) translate geographic data into a variety of formats such as raw data to graphs and maps. |
| | | | | | (4.7) Geography. The student understands the concept of regions. |
| | ✓ | ✓ | ✓ | | (A) describe a variety of regions in Texas and the Western Hemisphere such as political, population, and economic regions that results from patterns of human activity; |
| | ✓ | | | | (B) describe a variety of regions in Texas and the Western Hemisphere such as landform, climate, and vegetation regions that results from physical characteristics; and |
| | ✓ | | | | (C) compare the regions of Texas with regions of the United States and other parts of the world. |
| | | | | | (4.8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. |
| | ✓ | ✓ | | ✓ | (A) identify clusters of settlement in Texas and explain their distribution; |
| | ✓ | ✓ | ✓ | ✓ | (B) explain patterns of settlement at different time periods in Texas; |
| | ✓ | ✓ | | ✓ | (C) describe the location of cities in Texas, and explain their distribution, past and present, and |
| | ✓ | ✓ | ✓ | ✓ | (D) explain the geographic factors that influence patterns of settlement and the distribution of population in Texas, past and present. |
| | | | | | (4.9) Geography. The student understands how people adapt to and modify their environment. |
| | | | ✓ | ✓ | (A) describe ways people have adapted to and modified their environment in Texas, past and present; |
| | | | ✓ | ✓ | (B) identify 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; and |
| | | | ✓ | ✓ | (C) analyze the consequences of human modification of the environment in Texas, past and present. |
| | | | | | (4.10) Economics. The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere. |
| | | ✓ | | | (A) explain the economic patterns of various early Native-American groups in Texas and the Eastern Hemisphere; and |
| | | ✓ | | | (B) explain the economic patterns of early European immigrants to Texas and the Western Hemisphere. |
| | | | | | (4.11) Economics. The student understands the reasons for exploration and colonization. |
| | | ✓ | | | (A) identify the economic motivations for European exploration and settlement in Texas and the Western Hemisphere; and |

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| | | ✓ | | | (B) identify the economic motivations for Anglo-American colonization in Texas. |
| | | | | | (4.12) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. |
| | | ✓ | | | (A) describe the development of the free enterprise system in Texas. |
| | | ✓ | | | (B) describe how the free enterprise system works in Texas; and |
| | | ✓ | | | (C) give examples of the benefits of the free enterprise system in Texas. |
| | | | | | (4.13) Economics: The student understands patterns of work and economic activities in Texas. |
| | | ✓ | | | (A) explain how people in different regions of Texas earn their living, past and present, |
| | | ✓ | | | (B) explain how geographic factors have influenced the location of economic activities in Texas; |
| | | ✓ | | | (C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of Texas; |
| | | ✓ | | | (D) describe the impact of mass production, specialization, and division of labor on the economic growth of Texas; |
| | | ✓ | | | (E) explain how developments in transportation and communication have influenced economic activities in Texas; and |
| | | ✓ | | | (F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas. |
| | | | | | (4.14) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. |
| | | ✓ | | | (A) identify ways in which technological changes have resulted in increased interdependence among Texas, the United States and the world; |
| | | ✓ | | | (B) identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world; & |
| | | | | | (4.15) Government. The student understands how people organized governments in different ways during the early development of Texas. |
| | | | ✓ | | (A) compare how selected Native-American groups governed themselves; and |
| | | | ✓ | | (B) identify characteristics of Spanish and Mexican colonial governments and their influence on inhabitants of Texas . |
| | | | | | (4.16) Government. The student understands important ideas in historic document of Texas. |
| | | | ✓ | | (A) identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and the Treaty of Velasco; |
| | | | ✓ | | (B) identify and explain the basic functions of the three branches of state government. |
| | | | | | (4.17) Citizenship. The student understands important customs, symbols, and celebration of Texas. |
| ✓ | | | | | (A) explain the meaning of selected patriotic symbols and landmarks of Texas, including the six flags over Texas, San Jose Mission, and the San Jacinto Monument; |
| | | | ✓ | | (B) sing or recite Texas, Our Texas |
| ✓ | | | | | (C) recite and explain the meaning of the Pledge to the Texas Flag; and |
| ✓ | | | | | (D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth. |
| | | | | | (4.18) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. |
| | | | ✓ | | (A) explain how individuals can participate voluntarily in civic affairs at state and local levels; |

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| | | | | | (B) explain the role of the individual in state and local elections |
| | | | ✓ | | (C) identify the importance of historical figures such as Sam Houston, Barbara Jordan, and Lorenzo de Zavala who modeled active participation in the democratic process; and |
| | ✓ | | ✓ | | (D) explain how to contact elected and appointed leaders in state and governments. |
| | | | | | (4.19) Citizenship. The student understands the importance of effective leadership in a democratic society. |
| | | | ✓ | | (A) identify leaders in a state and local governments, including the governor, selected members of the Texas Legislature, and Texans who have been President of the United States, and their political parties; and |
| | | | ✓ | | (B) identify leadership qualities of state and local leaders, past and present. |
| | | | | | (4.20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. |
| | | ✓ | | | (A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas; |
| | | ✓ | | | (B) identify customs, celebrations and traditions of various culture groups in Texas; and |
| | | ✓ | | | (C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas. |
| | | | | | (4.21) Science, technology, and society. The student understands the impact of science and technology on life in Texas. |
| | | ✓ | | | (A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, and Patillo Higgins and their contributions; |
| | | ✓ | | | (B) describe how scientific discoveries and technological innovations have benefited individuals, businesses, and society in Texas, and |
| | | ✓ | | | (C) predict how future scientific discoveries and technological innovations might affect life in Texas. |
| | | | | | (4.22) Social studies skills. The student applies critical-thinking skills to organize and uses information acquired from a variety of sources including electronic technology. |
| | | | | + | (A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts information about the United States and Texas; |
| | | | | + | (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main ideas summarizing making generalizations and predictions and drawing inferences and conclusions; |
| | | | | + | (C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and map; |
| | | | | ✓ | (D) identify different points of view about an issue or topic. |
| | | | | ✓ | (E) identify the elements of frame of reference that included the participants in an event; and to interpret social studies information such as maps and graphs. |
| | | | | ✓ | (F) use appropriate mathematical skills to interpret social studies information such as maps and graphs. |
| | | | | | (4.23) Social studies skills. The student communicates in written, oral and visual forms. |
| | | | | ✓ | (A) uses social studies terminology correctly; |
| | | | | ✓ | (B) incorporate main and supporting ideas in verbal and written communication; |
| | | | | ✓ | (C) express ideas orally based on research and experiences; |
| | | | | ✓ | (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and |
| | | | | ✓ | (E) use standard grammar, spelling sentence structure, and punctuation. |

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| | | | | | (4.24) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. |
| | | | | ✓ | (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; and |
| | | | | ✓ | (B) use decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences and take action to implement a decision. |

TAKS Objectives: Grade 8 Social Studies

Items in italics should be integrated with the strand(s) indicated in each objective.

- 1) The student will demonstrate an understanding of issues and events in U.S. **History**.
All History Strand *^ Geography ^ Social Studies Skills*

- 2) The student will demonstrate an understanding of **geographic** influences on historical issues and events.
History/Westward Expansion All Geography Strand *^ Social Studies Skills*

- 3) The student will demonstrate an understanding of **economic and social influences** on historical issues and events.
History All Economic Strand All Culture Strand All Science, Technology, and Society Strand
^ Geography ^ Social Studies Skills

- 4) The student will demonstrate an understanding of **political** influences on historical issues and events.
History All Government Strand All Citizenship Strand *^ Geography ^ Social Studies Skills*

- 5) The student will use **critical-thinking** to analyze social studies information.
All Social Studies Strands *^ Geography*

NOTES/REFLECTIONS
