

4th Grade Texas History
Comal ISD
Scope and Sequence 2011-2012

First Quarter (Regions of Texas, Famous Texans, & Government, Native Americans)

Concept	Foundational Topic	TEKS Statement	Specificity	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Social Studies	The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.	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.	Teachers will begin the year by creating an environment that is conducive to fostering the study of social studies.	<ul style="list-style-type: none"> • Establishing classroom rules • Establishing classroom procedures • Discussing school rules • Cooperative group skills • Problem solving 	5 days
Geography	The student uses geographic tools to collect, analyze, and interpret data.	4.6 (A) Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.	<p>Label & identify the legend, scale, and compass rose on a map.</p> <p>Identify, locate, and draw the four regions of Texas on a map.</p> <p>Define Geography.</p>	TB: SF Social Studies Texas, pg. 51 TA: http://www.50states.com/maps/ TB: H2 to H15 (beginning of book)	2 days
Geography	The student understands the concept of regions.	<p>4.7 (A) Describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity.</p> <p>4.7 (B) Describe, locate and compare a variety of regions in Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate and vegetation..</p>	<p>Identify the major cities specific to each region.</p> <p>Identify the United States, Mexico, Canada, and the Gulf of Mexico on a map.</p> <p>Describe the geographical features specific to the four regions of Texas: North Central Plains, Great Plains, Mountains and Basins, and Coastal Plains.</p>	TB: SF Social Studies Texas – Chapter 2, pp. 50 - 75 TB: H2 to H15 (beginning of book)	7 days

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Social Studies	The student communicates in written, oral, and visual forms.	4.23 (A) Use social studies terminology correctly.	Define the following geographical terms: <ul style="list-style-type: none"> • Region • Plains • Mountains • Coast • Basin • Plateau • Escarpment Define hurricane, weather, climate, temperature, precipitation, vegetation, irrigation, endangered, and threatened.	OT: Word Walls	1 day
Social Studies	The student communicates in written, oral, and visual forms.	4.23 (A) Use social studies terminology correctly.	Define the following government terms: <ul style="list-style-type: none"> • Constitution • Republicanism • Federalism • Separation of Powers • Executive • Judicial • Legislative 	OT: Foldable on the Constitution OT: Constitutional Foldable OT: Celebrate Freedom Week Announcements OT: Word Walls	2 days
Government	The student understands important ideas in historic documents of Texas and United States.	4.15(B) Identify and explain the basic functions of the three branches of government according to the Texas Constitution.	Identify and explain the three branches of government at the State and National Levels.	TB: SF Social Studies Texas, Ch. 13, pp. 400 - 401 OT: Mobile of the branches of government TA: Discovery Education Streaming TA: University of Texas at Austin, Tarlton Law Library: http://tarlton.law.utexas.edu/constitutions/text/IARTO1.html TA: Discovery Education Streaming OT: Lesson on the meaning of the Declaration of Independence OT: LRE 3 branches (ETR)	3 days

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			<p>Explain the main function of the Executive (enforce laws), Judicial (decide the meaning of laws), and Legislative (makes laws) branches of government.</p> <p>Interpret and recite part of the U.S. Declaration of Independence.</p>		
Citizenship	The student understands the importance of active individual participation in the democratic process.	<p>4.17 (B) Explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservations and service projects.</p> <p>4.17 (C) Explain the role of the individual in state and local elections such as being informed and voting.</p>	<p>Familiarize learner with volunteer programs such as Unicef, United Way, and Adopt-a-Highway.</p> <p>Identify the role of “Lady Bird” Johnson in the highway beautification.</p>	<p>(TB) SF Social Studies Texas, Ch. 13, pg. 407, pp. 412 – 413, (TB) SF Social Studies Texas, pg. 27 (“Lady Bird” Johnson)</p>	4 days
Citizenship	The student understands important customs, symbols, and celebrations of Texas	<p>4.16 (C) Recite and explain the meaning of the pledge to the Texas Flag.</p> <p>4.16 (B) Sing or recite Texas, Our Texas.</p>	<p>Identify and explain the meaning of the Texas pledge and the Texas State song.</p> <p>Define pledge.</p>	<p>TB: SF Social Studies Texas, Reference Guide pg. R38 – R 39 TB: SF Social Studies Texas, pp. 418 – 419 TA: Textbook CD Set, <i>Songs and Music</i>, “Texas, Our Texas” TA: Kit Transparency #64 OT: Texas – the basic facts (ETR Folder)</p>	1 day

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Citizenship & History	The student understands the importance of effective leadership in a democratic society.	4.18(A) Identify leaders in state and local and national governments, including the governor, local members of the Texas Legislature, the local mayor, US Senators, local US Representatives, and Texans who have been President of the United States. 4.18 (B) Identify leadership qualities of state and local leaders, past and present.	Identify state leaders Governor Rick Perry, (Republican); Lt. Gov. David Dewhurst (Republican), Speaker of the House, Joe Strauss (Democrat); and Texas Presidents Dwight D. Eisenhower, Lyndon B. Johnson, (Democrat); George Bush, (Republican); George W. Bush, (Republican)	TB: SF Social Studies Texas, Ch. 13, pp. 406 – 411, pg. 331, pg. 341, pg. 347, pg. 362-363, pg. 397, and pg. 375 TA: Power Point Presentation on Texas Political Leaders & Presidents from Texas OT: Foldable book on Texas Leaders Political Leaders & Presidents TA: www.senate.state.tx.us/kids TA: www.governor.state.tx.us/kids/index.html TA: www.house.state.tx.us	4 days
	The student understands the importance of active participation in the democratic process.	4.17 (D) 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. Gonzalez, James A. Baker III, Wallace Jefferson and other local individuals.	Identify past political leaders such as Barbara Jordan, Sam Rayburn, , Henry B. Gonzales, Miriam A. Ferguson, and John Tower.		
	The student understands important issues, events, and individuals of the 20th century in Texas.	4.5 (C)Identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cieto Rodriguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr. & other local notable ind.			

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				Textbook (TB), Technology (TA), Other (OT)	
Culture	Science, technology, and society. The student understands the impact of science and technology on life in Texas.	4.20(A) Identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey and, Millie Hughes-Fulford.	Identify famous Texans such as Gail Borden, Joseph Glidden, Patillo Higgins, Audie Murphy, Doris Miller, and Cleto Rodriquez.	TB: SF Social Studies Texas, , pp. 348-349, pg. 331, pg. 397, pg. 342 and pg. 375 TA: Power Point Presentation on Famous Texans OT: Foldable book on Famous Texans	4 days
History	The student understands important issues, events, and individuals of the 20th century in Texas.	4.5 (C) Identify the accomplishments of notable individuals such as John tower, Scott Joplin Audi Murphy, Cleto Rodriguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.			
History	The student understands the origins, similarities and differences of American Indian groups in Texas and North America.	4.1 (A) Identify American Indian groups in Texas and North America before European exploration such as the Lipan apache, Karankawa, Caddo, Jumano. 4.1 (B) Compare the ways of life of American Indian groups in Texas and the United States before European exploration.	Identify the following Native American groups: Caddo, Karankawa, & Alabama-Coushatta (Coastal Plains) • Apache, Jumano Comanche, Tigua (Mountains & Plains)	TB: SF Social Studies Texas – Chapter 3, pp. 76-113	3 days
Culture	The student understands the contributions of people of various racial, ethnic, and religious groups to Texas.	4.19(A) Identify the similarities and differences among various racial, ethnic, and religious groups in Texas.			

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		4.19 (B) Identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and fiesta San Antonio. 4.19 (C) Summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, Julius Lorenzo Cobb Bledsoe			
Economics	The student understands the basic economic patterns of early societies in Texas and North America.	4.10 (A) Explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting..	Describe the trading practices of the Caddo, Jumano, Maya, Aztec, Inca and Comanche.	TB: SF Social Studies Texas – Chapter 3, pp. 76-113	1 day
Government	The student understands how people organized governments in different ways during the early development of Texas.	4.14 (A) Compare how American Indian groups such as the Caddo and the Comanche governed themselves.	Define confederacy, empire and government. Identify Jumano villages as having its own government and Mayan’s having city-states. Describe the Mayan and Aztec Empires.		

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Geography	<p>The student understands the location and patterns of settlement and the geographic factors that influence where people live.</p> <p>The student understands how people adapt to and modify their environment.</p>	<p>4.8 (A) Identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, and after the building the railroads, and following WWII.</p> <p>4.8 (B) Describe and explain the location and distribution of various towns and cities in Texas, past and present.</p> <p>4.8 (C) Explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.</p> <p>4.9 (A) 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> <p>4.9 (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, facilitate transportation, and enhance recreational activities.</p>	<p>Label and identify on a map of Texas, Central America, and South America the following tribes:</p> <ul style="list-style-type: none"> • Caddo • Alabama-Coushatta • Karankawa • Coahuiltecan • Apache • Comanche • • Jumano • Tigua • Kickapoo • Maya • Aztec • Inca <p>Define artifact, archaeologists, culture, agriculture, migrated, reservation, nomad, adobe, tepee, and slave.</p> <p>Identify the capital cities of Tenochtitlan, Tikal, and Cuzco.</p>	TB: SF Social Studies Texas – Chapter 3, pp. 76-113	6 days

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		4.9 (C) Compare the positive and negative consequences of human modification of the environment in Texas, past and present such as economic development and the impact on habitats and wildlife as well as air and water quality.			END OF FIRST 9 WEEKS
Economics	The student understands patterns of work and economic activities in Texas.	4.12 (A) Explain how people in different regions of Texas earn their living, past and present through a subsistence economy and providing goods and services. 4.12 (B) Explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas.			