

2021-2022 Fourth Grade Social Studies Year at a Glance

Dates	Cluster
8/12 - 8/27 2 weeks + 2 days	Cluster 1 The Texas Landscape
8/30 - 10/1 5 weeks	Cluster 2 American Indian Life & Celebrate Freedom Week
10/4 - 11/5 5 weeks	Cluster 3 Exploration and Missions in Texas
11/8 - 11/19 2 weeks	Cluster 4 Empresarios
11/29 - 12/17 3 weeks	Cluster 5 Texans Rebel- The Texas Revolution
1/4 - 1/21 3 weeks	Cluster 6 Texas From Republic to Statehood
1/24 - 2/4 2 weeks	Cluster 7 The Civil War's Impact on Texas
2/7 - 2/17 2 weeks	Cluster 8 The Texas Frontier
2/22 - 3/25 4 weeks	Cluster 9 Economic Boom and Bust
3/28 - 4/14 3 weeks	Cluster 10 Economic Impact on Texas and the World (<i>Texas in the 20th Century</i>)
4/19 - 4/29 2 weeks	Cluster 11 Life in Texas: Getting Involved and Learning from Model Citizens
5/2 - 5/20 3 weeks	Cluster 12 Celebrating Texas Cultures

Fourth Grade Social Studies Scope and Sequence

Cluster 1: The Texas Landscape

The Social Studies skills should be embedded daily throughout student learning opportunities. The following standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills.

4.19 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

4.19.A 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

4.19.B 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

4.19.C organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

4.19.D identify different points of view about an issue, topic, historical event, or current event

4.20 Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

4.20.A apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps

4.20.B interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps

4.21 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

4.21.A use social studies terminology correctly

4.21.B incorporate main and supporting ideas in verbal and written communication

4.21.C express ideas orally based on research and experiences

4.21.D create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies

4.22 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:

4.22.A use a 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

Cluster 1: The Texas Landscape	Knowledge and Skills	4.6 Geography. The student understands the concept of regions. The student is expected to:
	Supporting	4.6(A) identify, locate, and describe the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their characteristics such as landforms, climate, vegetation and economic activities; and
Suggested Pacing: 8/12 - 8/27 2 weeks + 2 days	Supporting	4.6(B) compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains).
	Knowledge and Skills	4.7 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:
	Readiness	4.7(A) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present; and

Cluster 2: American Indian Life & Celebrate Freedom Week

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

Celebrate Freedom Week: September 13th -17th

State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week. Each year, during the week that includes September 17, Texas schools honor Celebrate Freedom Week (TEC § 29.907) to highlight the values and ideals on which the United States was founded as well as the sacrifices that were made for freedom in the founding of our country. Students learn about the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights. Students also examine the relationship between the ideas in these documents and subsequent American history. Celebrate Freedom Week coincides with Constitution Week, established by the U.S. Congress to encourage all Americans to learn about the Constitution. Both Celebrate Freedom Week and Constitution Week focus on September 17, the date in 1787 when delegates to the Constitutional Convention signed the Constitution. Congress has also designated September 17 of each year as Constitution Day.

Each school district shall require that, during Celebrate Freedom Week prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text:

"We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

Cluster 2: American Indian Life & Celebrate Freedom Week	Knowledge and Skills	4.1 History. The student understands the origins, similarities, and differences of American Indian groups in Texas before European exploration. The student is expected to:
	Supporting	4.1(A) explain the possible origins of American Indian groups in Texas;
	Readiness	4.1(B) identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;
	Supporting	4.1(C) describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern; and
	Supporting	4.1(D) locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.
Suggested Pacing: 8/30 -10/1 5 weeks	Knowledge and Skills	4.8 Geography. The student understands how people adapt to and modify their environment. The student is expected to:
	Supporting	4.8(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;
	Knowledge and Skills	4.9 Economics. The student understands the basic economic activities of early societies in Texas. The student is expected to:

	Supporting	4.9(A) explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting; and
	Knowledge and Skills	4.12 Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:
	Supporting	4.12(A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves;
	Knowledge and Skills	4.13 Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:
	Supporting	4.13 (C) identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week)

Cluster 3: Exploration and Missions in Texas

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

Cluster 3: Exploration and Texas Missions Suggested Pacing: 10/4 - 11/5 5 weeks	Knowledge and Skills	4.2 History. The student understands the causes and effects of European exploration and colonization of Texas. The student is expected to:
	Supporting	4.2(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;
	Readiness	4.2(B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas;
	Supporting	4.2(C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals;
	Knowledge and Skills	4.7 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:
	Readiness	4.7(B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods.
	Knowledge and Skills	4.10 Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:
	Supporting	4.10(B) identify examples of the benefits of the free enterprise system such as choice and opportunity
	Supporting	4.10(C) describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom
	Knowledge and Skills	4.11 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:
Supporting	4.11(C) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas	

Cluster 4: Empresarios

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

Cluster 4: Empresarios	Knowledge and Skills	4.2 History. The student understands the causes and effects of European exploration and colonization of Texas. The student is expected to:
	Readiness	4.2(E) identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.
Suggested Pacing: 11/8 - 11/19 2 weeks	Knowledge and Skills	4.9 Economics. The student understands the basic economic activities of early societies in Texas. The student is expected to:
	Supporting	4.9(B) explain the economic activities early settlers to Texas used to meet their needs and wants.

Cluster 5: Texans Rebel- The Texas Revolution

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<p>Cluster 5: Texans Rebel- The Texas Revolution</p> <p>Suggested Pacing: 11/29 - 12/17 3 weeks</p>	Knowledge and Skills	4.3 History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:
	Readiness	4.3(A) analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto;
	Supporting	4.3(B) summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza;
	Knowledge and Skills	4.12 Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:
	Supporting	4.12(B) compare characteristics of the Spanish colonial government and the early Mexican governments in Texas
	Knowledge and Skills	4.13 Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:
	Readiness <i>*Essential</i>	4.13(A) identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution;
	Knowledge and Skills	4.14 Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:
	Supporting	4.14(A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument;
	Supporting	4.14(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.
	ELAR Knowledge and Skills	4.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
	ELAR: Strand 7 Inquiry and research	4.13(A) generate and clarify questions for formal and informal inquiry
4.13(B) develop and follow a research plan with adult assistance		
4.13(C) identify and gather relevant information from a variety of sources		

		4.13(D) identify primary and secondary sources
		4.13(E) demonstrate understanding of information gathered
		4.13(F) recognize the difference between paraphrasing and plagiarism when using source materials
		4.13(G) develop a bibliography
		4.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Cluster 6: Texas From Republic to Statehood

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<p>Cluster 6: Texas From Republic to Statehood</p> <p>Suggested Pacing: 1/4 - 1/21 3 weeks</p>	Knowledge and Skills	4.2 History. The student understands the causes and effects of European exploration and colonization of Texas. The student is expected to:
	Supporting	4.2(D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas
	Knowledge and Skills	4.3 History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:
	Supporting	4.3(C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;
	Supporting	4.3(D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and
	Readiness <i>*Essential</i>	4.3(E) explain the events that led to the annexation of Texas to the United States and the impact of the U.S.-Mexican War.
	Knowledge and Skills	4.13 Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:
	Readiness <i>*Essential</i>	4.13(A) identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution;
	Supporting	4.13(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution;
	Knowledge and Skills	4.14 Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:
	Supporting	4.14(B) sing or recite "Texas, Our Texas";
	Supporting	4.14(C) recite and explain the meaning of the Pledge to the Texas Flag;
Knowledge and Skills	4.15 Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:	

	Supporting	4.15(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 , Henry B. González , Wallace Jefferson , and other local individuals;
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Cluster 7: The Civil War's Impact on Texas

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

Cluster 7: The Civil War's Impact on Texas Suggested Pacing: 1/24 - 2/4 2 weeks	Knowledge and Skills	4.4 History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:
	Readiness <i>*Essential</i>	4.4(A) describe the impact of the Civil War and Reconstruction on Texas;
	Knowledge and Skills	4.10 Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:
	Readiness <i>*Essential</i> 	4.10(A) describe how the free enterprise system works, including supply and demand;
	Knowledge and Skills	4.11 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:
	Supporting	4.11(C) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas;
	Knowledge and Skills	4.14 Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:
	Supporting	4.14(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.

Cluster 8: The Texas Frontier

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<p>Cluster 8: The Texas Frontier</p> <p>Suggested Pacing: 2/7 - 2/17 2 weeks</p>	Knowledge and Skills	4.4 History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:
	Readiness	4.4(B) explain the growth, development, and impact of the cattle industry such as contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;
	Knowledge and Skills	4.8 Geography. The student understands how people adapt to and modify their environment. The student is expected to:
	Supporting	4.8(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 4.8(B) dams;
	Readiness <i>*Essential</i> 	4.8(B) explain 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; and
	Supporting	4.8(C) compare the positive and negative consequences of human modification of the environment in Texas, past and present.
	Knowledge and Skills	4.11 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:
	Supporting	4.11(A) identify how people in different regions of Texas earn their living, past and present

Cluster 9: Economic Boom and Bust

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<p>Cluster 9: Economic Boom and Bust</p> <p>Suggested Pacing: 2/22 - 3/25 4 weeks</p>	Knowledge and Skills	4.4 History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:
	Supporting	4.4(C) explain the effects of the railroad industry on life in Texas, including changes to cities and major industries; and
	Supporting	4.4(D) explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo.
	Knowledge and Skills	4.5 History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:
	Readiness <i>*Essential</i>	4.5(A) explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodriguez, and Bessie Coleman, and other local individuals
	Readiness	4.5(B) explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including Spindletop and important people such as Pattillo Higgins
	Knowledge and Skills	4.7 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:
	Readiness	4.7(A) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present; and
	Readiness	4.7(B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods
	Knowledge and Skills	4.8 Geography. The student understands how people adapt to and modify their environment. The student is expected to:
	Supporting	4.8(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;
	Supporting	4.8(C) compare the positive and negative consequences of human modification of the environment in Texas, past and present.
	Knowledge and Skills	4.11 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:
Supporting	4.11(D) explain how developments in transportation and communication have influenced economic activities in Texas;	

	Knowledge and Skills	4.18 Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:
	Supporting	4.18(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden , Michael DeBakey, and Millie Hughes-Fulford and their contributions

Cluster 10: Economic Impact on Texas and The World

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

Cluster 10: Economic Impact on Texas and The World Suggested Pacing: 3/28 - 4/14 3 weeks	Knowledge and Skills	4.11 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:
	Supporting	4.11(D) explain how developments in transportation and communication have influenced economic activities in Texas; and
	Knowledge and Skills	4.18 Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:
	Supporting	4.18(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions;
	Readiness <i>*Essential</i>	4.18(B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas;

Cluster 11: Life in Texas: Getting Involved and Learning from Model Citizens

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<p>Cluster 11: Life in Texas: Getting Involved and Learning from Model Citizens</p> <p>Suggested Pacing: 4/19 - 4/29 2 weeks</p>	Knowledge and Skills	4.15 Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:
	Supporting	4.15 (A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll
	Supporting	4.15(B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects;
	Readiness <i>*Essential</i>	4.15(C) explain the duty of the individual in state and local elections such as being informed and voting
	Supporting	4.15(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. González, James A. Baker III, Wallace Jefferson, and other local individuals; and
	Supporting	4.15(E) explain how to contact elected and appointed leaders in state and local governments.
	Knowledge and Skills	4.16 Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
	Readiness	4.16(A) identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States; and
Supporting	4.16(B) identify leadership qualities of state and local leaders, past and present.	

Cluster 12: Celebrating Texas Cultures

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

Cluster 12: Celebrating Texas Cultures	Knowledge and Skills	4.17 Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas culture. The student is expected to:
	Supporting	4.17(A) identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, and Fiesta San Antonio; and
	Readiness	4.17(B) summarize the contributions of artists of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.
Suggested Pacing: 5/2 - 5/20 3 weeks		