



Clint ISD
 Social Studies Scope & Sequence
 4th Grade
 2009-10

1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
Aug 24 – Oct 2 (29)	Oct 5 – Nov 6 (24)	Nov 9 – Dec 18 (25)	Jan 5 – Feb 19 (33)	Feb 22 – Apr 16 (33)	Apr 19 – June 4 (34)
				(TAKS writing)	(TAKS math/reading)
Defining Social Studies	Native Americans	Unrest in Texas	Republic of Texas	War with Mexico	Texas Today and Tomorrow
Texas Geography	European Explorers	Texas Independence	Statehood		Texas Pride
Symbols of Texas	Spanish Missions		Texas Government		Famous Texans
Texas Our Texas		Battle of the Alamo	(3 branches)	Wild, Wild West	
Texas Pledge	Colonization				
Patriotic symbols		Victory at San Jacinto		Oil, Cattle, Railroad	
Six flags					
San Jacinto					
Constitution Day September 17					
Freedom Week Sept 14-18					
Native Americans				Texas Independence Day	
				March 2	
Timeline	Timeline	Timeline	Timeline	Timeline	Timeline

**2009 - 2010 Clint Independent School District
Social Studies Instructional Planning Guide**

GRADE/SUBJECT:
4th grade /Social Studies

**1st Six Weeks - (29 days of instruction)
August 24-October 2, 2009**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</p>	<p>(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;</p> <p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>(C) organize</p>	<p>Defining Social Studies history chronology historian evidence oral history point of view analyze primary source secondary source geography geographer landmark physical features human features interact location urban rural region political region population region economic region economy economics culture</p>	<p>Projects Teacher Observation Oral Discussion and Q&A Lesson Assessments Unit Tests Graphic Organizers Thinking Maps Teacher Created Rubrics Performances</p>	<ul style="list-style-type: none"> • Link past and present • Group work • Opportunities to discuss lesson • Review vocabulary and concepts • Frequent Feedback • Visual representation • Opportunities to act out a situation • Use of five senses • Hands-on experiences 	<p>Defining Social Studies</p>	<p>Defining Social Studies/ Horizons Textbook Chapter 1 Activity Book Pgs. 1-16</p> <p>Texas Studies Weekly Newspaper Week 1</p> <p>Georgetownisd.org</p> <p>Local maps</p> <p>Texas Tourism for maps TX salt map TX Foldable</p>

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<p>(23) Social studies skills. The student communicates in written, oral, and visual forms.</p>	<p>and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, & maps;</p> <p>(D) identify different points of view about an issue or topic;</p> <p>(E) identify the elements of frame of reference that influenced the participants in an event; and</p> <p>(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	<p>ethnic group custom tradition society heritage government civics</p>			<p>Thinking maps</p>	

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<p>(6) Geography. The student uses geographic tools to collect, analyze, and interpret data.</p> <p>(7) Geography.</p>	<p>(A) use social studies terminology correctly;</p> <p>(B) incorporate main and supporting ideas in verbal and written communication;</p> <p>(C) express ideas orally based on research and experiences;</p> <p>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p> <p>(E) use standard grammar, spelling, sentence structure, and punctuation.</p> <p>(A) apply geographic</p>	<p>Texas Geography legend grid system map title map key locator inset map map scale compass rose cardinal directions intermediate directions continent boundary hemisphere equator prime meridian location Pan Handle symbols scales prime meridian lines of latitude lines of longitude</p>			<p>Texas Geography</p> <p>Students give directions from a location in the world back home</p>	<p>Geography/ Horizons Textbook Pgs. A2-A21, 10-45 Chapter 2 Activity pg. 17-25</p> <p>Texas Studies Weekly Newspaper Weeks 2-4</p> <p>Literature: <u>Armadillo from Amarillo</u> by Lynn Cherry <u>Texas Plants and Animals</u> by Mary Dodson Wade <u>All Around Texas:Regions and Resources</u> by Mary Dodson Wade Pete's Powerpoint</p> <p>United Streaming: <u>Globes and Us (18:00)</u></p>

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<p>The student understands the concept of regions.</p> <p>(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.</p>	<p>tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</p> <p>(B) translate geographic data into a variety of formats such as raw data to graphs and maps.</p> <p>(B) describe a variety of regions in Texas and the Western Hemisphere such as landform, climate, and vegetation regions that result from physical characteristics; and</p> <p>(C) compare the regions of Texas with regions of the United States and other parts of the world.</p> <p>(A) identify clusters of settlement in Texas and explain their</p>	<p>parallel natural regions landform plain coastal plain mountain range escarpment tributary flood plain aquifer elevation sea level climate temperature humidity precipitation desert drought tornado hurricane vegetation marsh prairie bayou mesquite</p> <p>Symbols and Celebrations of Texas lonestar -</p>				<p><u>Physical Geography (29:21)</u> <u>Landforms #1 (16:00)</u> <u>This is Our World (15:00)</u></p> <p>www.lib.utexas.edu/maps/historical/history_texas.htm</p> <p>Symbols/Horizons Textbook Pgs. 1, 18-19, 39, 96-97, 198-199, 272-273, 300, 366-367, 389 Foldables</p> <p><u>L is for Lone Star</u> by Carol Crane</p> <p>Landmarks/Time for Kids Pg. 2-16</p> <p>Horizons Textbook pgs. 2-3, 70-71, 133, 184-185, 400</p>

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<p>(17) Citizenship. The student understands important customs, symbols, and celebrations of Texas.</p>	<p>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. (A) explain the</p>	<p>Texas state flag Pledge to the Texas Flag bluebonnet Texas State Seal mockingbird Texas blue topaz monarch butterfly longhorn prickly pear cactus horned lizard 9-banded armadillo pecan tree six flags over Texas San Jose Missions Alamo San Jacinto Monument Texas, Our Texas (song) Texas Independence Day Juneteenth Stephen F. Austin Day</p>				<p>Celebrations and Holidays/ Horizons Textbook Pg. 46-47, 55, 196, 200-205, 274-275, 413 Literature: <u>Juneteenth Jamboree</u> by Carole Boston-Weatherford <u>Texas Facts and Symbols</u> by Emily McAuliffe <u>Texas Historic Sites and Symbols</u> by Betsy Warren Native Americans/ Horizons Textbook Chapter 3 www.lsjunction.com (pgs 92-97, 100-104, 105-109) Texas Studies Weekly Newspaper Weeks 5-8 Literature: <u>Buffalo and Indians on the Great Plains</u> by Noel Grisham and Betsy Warren</p>

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(1) History. The student	<p>meaning of selected patriotic symbols and landmarks of Texas, including the six flags over Texas, San José Mission, and the San Jacinto Monument;</p> <p>(B) sing or recite Texas, Our Texas;</p> <p>(C) recite and explain the meaning of the Pledge to the Texas Flag</p>	<p>Native Americans nomads maize dugout hide mustang tepee adobe irrigation ancestor ally Comanche Caddo Apache Karankawa Jumano</p>		<p>Native Americans</p>		<p><u>Indians who Lived in Texas</u> by Betsy Warren</p> <p><u>With Domingo Leal in San Antonio-1734</u> by Marian L. Martinello and Samuel P. Nesmith</p> <p>United Streaming: <u>Native Americans—The First Peoples (21:00)</u></p> <p><u>United Streaming: Exploring the World: Spanish Explorers of North America (19:52)</u></p> <p><u>United Streaming: Exploring the World: Christopher Columbus and the New World (14:16)</u></p> <p><u>United Streaming: Exploring the World: Spanish Explorers of North America (19:52)</u></p> <p>Field Trip Idea: El Paso Museum of Archaeology</p> <p>The Handbook of Texas</p>

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<p>understands the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European exploration.</p> <p>(9) Geography. The student understands how people adapt to and modify their environment.</p>	<p>(A) identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived; and</p> <p>(B) compare the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration.</p>					<p>Online: Tshaonline.org /tools/</p> <p>Pete's Powerpoint</p> <p>http://pw2.netcom.com/ ~wandaron/txhist.html</p> <p>http://www.city- data.com/states/Texas-Ethnic- groups.html</p> <p>http://www.historyoftexas.com/</p> <p>http://www.texasalmanac.com</p>

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<p>(10) Economics. The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere.</p> <p>(15) Government. The student understands how people organized governments in different ways during the early development of Texas.</p>	<p>(A) describe ways people have adapted to and modified their environment in Texas, past and present;</p> <p>(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</p> <p>(C) analyze the consequences of human modification of the environment in Texas, past and present.</p> <p>(A) explain the economic patterns of various early Native-American</p>					

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<p>(20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas.</p>	<p>groups in Texas and the Western Hemisphere</p> <p>(A) compare how selected Native-American groups governed themselves</p> <p>(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas;</p> <p>(B) identify customs, celebrations, and</p>					

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	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.					
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GRADE/SUBJECT:
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**2nd Six Weeks - (24 days of instruction)
October 5 -November 6, 2009**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(1) History. The student understands the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European exploration.</p> <p>(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.</p>	<p>(A) identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived; and</p> <p>(B) compare the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration.</p> <p>(A) identify clusters of settlement in Texas and explain their distribution;</p> <p>(B) explain patterns of settlement at different time periods in Texas;</p> <p>(C) describe the location of cities in Texas and explain their distribution, past and present; and</p> <p>(D) explain the geographic factors that influence patterns of settlement and</p>	<p>Native Americans nomads maize dugout hide mustang tepee adobe irrigation ancestor ally Comanche Caddo Apache Karankawa Jumano</p>	<p>Projects Teacher Observation Oral Discussion and Q&A Lesson Assessments Unit Tests Graphic Organizers Thinking Maps Teacher Created Rubrics Performances</p>	<p>Link past and present Group work Opportunities to discuss lesson Review vocabulary and concepts Frequent Feedback Visual representation Opportunities to act out a situation Use of five senses Hands-on experiences</p>	<p>Native Americans</p>	<p>Native Americans/ Horizons Textbook Unit 2 Chapter 3 pg. 83 Horizon Activity Workbook pgs. 26-34</p> <p>Texas Studies Weekly Newspaper Weeks 5-8</p> <p>Texas History www.tshaonline.org</p> <p>www.unitedstreaming.com</p> <p>Texas History Native America Folklore: Magic School Bus</p> <p>Native American: People of the Plains</p> <p>Native American: Conflict</p> <p>See Others listed</p>

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<p>(9) Geography. The student understands how people adapt to and modify their environment.</p>	<p>the distribution of population in Texas, past and present.</p> <p>(A) describe ways people have adapted to and modified their environment in Texas, past and present;</p> <p>(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</p> <p>(C) analyze the consequences of human modification of the environment in Texas, past and present.</p>					<p>Literature:</p> <p><u>Buffalo and Indians on the Great Plains</u> by Noel Grisham and Betsy Warren</p> <p><u>Indians who Lived in Texas</u> by Betsy Warren</p> <p><u>With Domingo Leal in San Antonio-1734</u> by Marian L. Martinello and Samuel P. Nesmith</p> <p>www.unitedstreaming.com</p> <p><u>Native Americans—The First Peoples (21:00)</u></p> <p>Field Trip Idea: El Paso Museum of Archaeology</p>

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<p>(10) Economics. The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere.</p>	<p>(A) explain the economic patterns of various early Native-American groups in Texas and the Western Hemisphere</p>					
<p>(15) Government. The student understands how people organized governments in different ways during the early development of Texas.</p>	<p>(A) compare how selected Native-American groups governed themselves</p>					

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<p>(20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas.</p>	<p>(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas;</p> <p>(B) identify customs, celebrations, and traditions of various culture groups in Texas; and</p> <p>(C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas.</p>					
<p>(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</p>	<p>(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;</p> <p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing,</p>					

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<p>(23) Social studies skills. The student communicates in written, oral, and visual forms.</p>	<p>contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p> <p>(D) identify different points of view about an issue or topic;</p> <p>(E) identify the elements of frame of reference that influenced the participants in an event; and</p> <p>(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> <p>(A) use social studies terminology correctly;</p> <p>(B) incorporate main and supporting ideas in verbal and written communication;</p> <p>(C) express ideas orally based on research and</p>	<p>European Explorers routes conquistador expedition convert 3 G's- god, gold, and glory</p>			<p align="center">European Explorers</p>	<p>European Explorers/ Horizons Textbook Chapter 4 Pgs. 116-129 Horizon Activity Workbook pgs. 35-39</p> <p>Texas Studies Weekly Newspaper Weeks 9</p> <p>United Streaming: <u>Exploring the World: Spanish Explorers of North America (19:52)</u></p> <p><u>Exploring the World: Christopher Columbus and the New World (14:16)</u></p> <p>Spanish Missions/ Horizons Textbook Chapter 4 Pgs. 132-139 Horizons Activity Worksheet pgs. 41-44</p>

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<p>2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere.</p>	<p>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. (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 René Robert Cavelier, Sieur de la Salle and explain their impact on the settlement of Texas</p>	<p>Spanish Missions mission missionary presidio mestizo heritage</p>			<p>Spanish Missions</p>	<p>Texas Studies Weekly Newspaper Week 10 Field Trip Idea: El Paso Mission Trail</p>

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<p>(11) Economics. The student understands the reasons for exploration and colonization.</p>	<p>(A) identify the economic motivations for European exploration and settlement in Texas and the Western Hemisphere</p>					
<p>(2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere.</p>	<p>(C) explain when, where, and why the Spanish established Catholic missions in Texas</p>					

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<p>(10) Economics. The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere.</p>	<p>(A) explain the economic patterns of various early Native-American groups in Texas and the Western Hemisphere; and (B) explain the economic patterns of early European immigrants to Texas and the Western Hemisphere.</p>					
<p>(15) Government. The student understands how people organized governments in different ways during the early development of Texas.</p>	<p>(B) identify characteristics of Spanish and Mexican colonial governments and their influence on inhabitants of Texas.</p>	<p>Mexican Independence equality rebellion dictator empresario grant</p>			<p>Mexican Independence</p>	<p>Mexican Independence/ Horizons Textbook Chapter 5 Pgs. 166-169 Horizons Activity Workbook pgs. 48-49</p>

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<p>(2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere.</p> <p>(2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere.</p>	<p>(E) identify the impact of Mexico's independence from Spain on the events in Texas.</p> <p>(D) identify the accomplishments of significant empresarios including Moses Austin, Stephen F. Austin, and Martín de León and explain their impact on the settlement of Texas; and</p> <p>(E) identify the impact of Mexico's independence from Spain on the events in Texas.</p>	<p>Colonization congress dispute bilingual</p>			<p>Colonization</p>	<p>Texas Studies Weekly Newspaper Weeks 12</p> <p>Colonization/ Horizons Textbook Chapter 5 Pgs. 172-181 Horizons Activity workbook pgs. 52-55</p> <p>Texas Studies Weekly Newspaper Weeks 11</p> <p>Literature: <u>Johnny Texas</u> by Carol Hoff</p> <p>www.unitedstreaming.com</p> <p><u>This is our Country</u> (24:00)</p>

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<p>(11) Economics. The student understands the reasons for exploration and colonization.</p>	<p>(B) identify the economic motivations for Anglo-American colonization in Texas.</p>					<p>Native Americans: Desert People (Level P and T)</p> <p>Discovery and the Americans</p> <p>European Explorers: Route Maps</p> <p><u>Videos with Materials</u></p> <p>Texas Missions</p>

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**3rd Six Weeks - (25 days of instruction)
November 9 – December 18, 2009**

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<p>(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.</p> <p>(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</p>	<p>(A) analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto</p> <p>(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;</p> <p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships,</p>	<p>Unrest in Texas right citizen democracy petition revolution</p>	<p>Projects Teacher Observation Oral Discussion and Q&A Lesson Assessments Unit Tests Graphic Organizers Thinking Maps Teacher Created Rubrics Performances</p>	<p>Link past and present Group work Opportunities to discuss lesson Review vocabulary and concepts Frequent Feedback Visual representation Opportunities to act out a situation Use of five senses Hands-on experiences</p>	<p>Unrest in Texas</p>	<p>Unrest in Texas/ Horizons Textbook Chapter 6 Pgs. 186-191 Activity Book pg. 56</p> <p>Texas Studies Weekly Newspaper Week 13</p> <p>Literature:</p> <p><u>Austin</u> by Mary D. Wade</p> <p><u>Jane Long: A Child's Pictorial History</u> by Elizabeth Morgan</p> <p><u>The Story of the Lone Star Republic of Texas</u> by R. Stein</p> <p><u>The Great Texas Scare: A Story of the Runaway Scrape</u> by Martha Tannery Jones Time for Kids pg. 33-36</p> <p><u>Davy Crockett</u> by Felicity Trotman</p> <p>United Streaming:</p>

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<p>(23) Social studies skills. The student communicates in written, oral, and visual forms.</p>	<p>comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p> <p>(D) identify different points of view about an issue or topic;</p> <p>(E) identify the elements of frame of reference that influenced the participants in an event; and</p> <p>(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> <p>(A) use social studies terminology correctly;</p>					<p><u>Lone Star Legacy: The Texas Republic and the Mexican War (26:00)</u></p>

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November 9 – December 18, 2009

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
	making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	Battle of the Alamo retreat massacre cavalry			Victory at San Jacinto	<p>Lucinda Lawrence, Gonzalez, Texas 1836 (26:00) Reading A-Z <i>Remember the Alamo</i></p> <p>American Under Andrew Jackson: Reign 1829-1836 The Indian Removal Act, The Nullification Crisis, The Battle of the Alamo. (15:00) www.tshaonline.org</p> <p>Lesson Plans: Grade 4, Defenders of the Alamo</p> <p>Victory of San Jacinto/ Horizons Textbook Chapter 6 Pgs. 208-211 Time for Kids pg. 29-32</p> <p>Texas Studies Weekly Newspaper Week 16</p> <p>www.unitedstreaming.com Lone Star Legacy: The</p>

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GRADE/SUBJECT:
4th grade /Social Studies

**3rd Six Weeks - (25 days of instruction)
November 9 – December 18, 2009**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
		Victory at San Jacinto recognize cabinet election				Texas Republic and the Mexican War (26:00) The Battle of San Jacinto (edHelper)

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Social Studies Instructional Planning Guide**

GRADE/SUBJECT:
4th grade /Social Studies

4th Six Weeks - (33 days of instruction)
January 5-February 19, 2010

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(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.</p> <p>(16) Government. The student understands important ideas in historic documents of Texas.</p> <p>(18)</p>	<p>(B) describe the successes and problems of the Republic of Texas</p> <p>(E) identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, and Anson Jones.</p> <p>(A) identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and the Treaty of Velasco; and</p> <p>(B) identify and explain the basic functions of the three branches of state government.</p>	<p>Republic of Texas debt term redback archive</p>	<p>Projects Teacher Observation Oral Discussion and Q&A Lesson Assessments Unit Tests Graphic Organizers Thinking Maps Teacher Created Rubrics Performances</p>	<p>Link past and present Group work Opportunities to discuss lesson Review vocabulary and concepts Frequent Feedback Visual representation Opportunities to act out a situation Use of five senses Hands-on experiences</p>	<p>Republic of Texas</p>	<p>Republic of Texas/ Horizons Textbook Chapter 7 Pgs. 228-233 Activity book pg. 18</p> <p>Texas Studies Weekly Newspaper Weeks 17</p> <p>United Streaming: <u>Lone Star Legacy</u> (26:00)</p> <p>Exploring Non-Fiction/Time For Kids --Barbara Jordon Lesson7</p> <p>Thinkfinity.com (revised Marco Polo site)</p> <p>www.tshaonline.org/ tools/lessonplans</p>

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Social Studies Instructional Planning Guide**

GRADE/SUBJECT:
4th grade /Social Studies

4th Six Weeks - (33 days of instruction)
January 5-February 19, 2010

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>Citizenship. The student understands the importance of voluntary individual participation in the democratic process.</p> <p>(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</p>	<p>(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</p> <p>(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;</p> <p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>(C) organize and interpret information in outlines, reports,</p>					<p>United Streaming: <u>How Leaders And Events Shape Communities</u> (26:00)</p> <p>georgetownisd.org</p> <p>* Biography Trading cards</p> <p>*Texas Heroes Bingo</p> <p>(under) Links for 4th Grade: * PBS-Mexican-American War</p>

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Social Studies Instructional Planning Guide**

GRADE/SUBJECT:
4th grade /Social Studies

4th Six Weeks - (33 days of instruction)
January 5-February 19, 2010

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(23) Social studies skills. The student communicates in written, oral, and visual forms.</p>	<p>databases, and visuals including graphs, charts, timelines, and maps;</p> <p>(D) identify different points of view about an issue or topic;</p> <p>(E) identify the elements of frame of reference that influenced the participants in an event; and</p> <p>(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> <p>(A) use social studies terminology correctly;</p> <p>(B) incorporate main and supporting ideas in verbal and written communication;</p> <p>(C) express ideas orally based on research and experiences;</p> <p>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p> <p>(E) use standard grammar, spelling, sentence structure, and punctuation.</p>					

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GRADE/SUBJECT:
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4th Six Weeks - (33 days of instruction)
January 5-February 19, 2010

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(24) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p> <p>(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.</p>	<p>(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</p> <p>(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.</p> <p>(C) explain the events that led to the annexation of Texas to the United States</p>	<p>Texas Statehood slave state free state abolitionist manifest destiny public lands consequence Texas constitution</p>			<p align="center">Texas Statehood</p>	<p>United Streaming: <u>The Lone Star Republic: America Acquires Texas</u> (3:20)</p> <p><u>Mexican Succession</u> (3:42)</p> <p><u>The Underground Railroad escape from slavery</u> (26:00)</p> <p><u>Native American Removal</u> (15:00)</p>

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GRADE/SUBJECT:
4th grade /Social Studies

4th Six Weeks - (33 days of instruction)
January 5-February 19, 2010

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(16) Government. The student understands important ideas in historic documents of Texas.</p> <p>(18) Citizenship. The student understands the importance of voluntary individual participation in the democratic process.</p> <p>(19) Citizenship. The student understands the importance of effective leadership in a</p>	<p>(B) identify and explain the basic functions of the three branches of state government.</p> <p>(B) explain the role of the individual in state and local elections</p> <p>(A) identify leaders in state and local governments, including the governor, selected members of the Texas Legislature, and</p>	<p>Texas Government Three branches of government Executive Judicial Legislative</p>			<p>Texas Government Three branches of government</p>	<p>Statehood/ Horizons Textbook Chapter 7 Pgs. 234-239 Activity Book pg. 69</p> <p>Texas Studies Weekly Newspaper Weeks 18</p>

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GRADE/SUBJECT:
4th grade /Social Studies

4th Six Weeks - (33 days of instruction)
January 5-February 19, 2010

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
democratic society.)

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Social Studies Instructional Planning Guide**

GRADE/SUBJECT:
4th grade /Social Studies

5th Six Weeks - (33 days of instruction)
February 22 – April 16, 2010

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(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.</p> <p>(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century.</p>	<p>President of the United States, and their political parties; and</p> <p>(B) identify leadership qualities of state and local leaders, past and present.</p> <p>(D) explain the impact of the Mexican War on Texas</p> <p>(A) describe the impact of the Civil War and Reconstruction on Texas</p>	<p>The War with Mexico negotiate invasion cession hatch lines diversity stagecoach descendant</p> <p>Civil War cash crop textile mill auction brigade assassination state's rights political party candidate secede Confederacy secessionist</p>			<p>The War with Mexico</p> <p>Civil War</p>	<p>Texas Government/ Horizons Textbook Chapter 11 Pgs. 375-379</p> <p>Texas Studies Weekly Newspaper Weeks 19</p> <p>United Streaming: <u>This is our Government (18:00)</u></p> <p>War with Mexico/ Horizons Textbook Chapter 7 Pgs. 242-245 Activity Book pg. 71</p> <p>Texas Studies Weekly Newspaper Weeks 20</p> <p>Civil War/ Horizons Textbook Chapter 8 Pgs. 264-269 Activity Book pgs. 80-81</p>

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Social Studies Instructional Planning Guide**

GRADE/SUBJECT:
4th grade /Social Studies

5th Six Weeks - (33 days of instruction)
February 22 – April 16, 2010

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
						Texas Studies Weekly Newspaper Weeks 21

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Social Studies Instructional Planning Guide**

GRADE/SUBJECT:
4th grade /Social Studies

**5th Six Weeks - (33 days of instruction)
February 22 – April 16, 2010**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century.</p> <p>(13) Economics. The student understands patterns of work and economic activities in Texas.</p> <p>(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</p>	<p>(D) describe the effects of political, economic, and social changes on Native Americans in Texas.</p> <p>(A) explain how people in different regions of Texas earn their living, past and present</p> <p>(B) explain how geographic factors have influenced the location of economic activities in Texas</p> <p>(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;</p> <p>(B) analyze information by sequencing, categorizing,</p>	<p>Wild, Wild West longhorn cattle drive stampede barbed wire brand</p>	<p>Projects Teacher Observation Oral Discussion and Q&A Lesson Assessments Unit Tests Graphic Organizers Thinking Maps Teacher Created Rubrics Performances</p>	<p>Link past and present Group work Opportunities to discuss lesson Review vocabulary and concepts Frequent Feedback Visual representation Opportunities to act out a situation Use of five senses Hands-on experiences</p>	<p>Wild, Wild West</p>	<p>Wild, Wild West/ Horizons Textbook Chapter 9 Pgs. 300-404</p> <p>Texas Studies Weekly Newspaper Week 22</p> <p>Field Trip Idea: Concordia Cemetary</p> <p>Video Streaming: How the US grew from 13 colonies to 50 states. (22 min)</p> <p>www.TSHAonline.org/ tools/lessonplans</p> <p>Texas Independence Day: March 2</p>

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5th Six Weeks - (33 days of instruction)
February 22 – April 16, 2010

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(23) Social studies skills. The student communicates in written, oral, and visual forms.</p>	<p>identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p> <p>(D) identify different points of view about an issue or topic;</p> <p>(E) identify the elements of frame of reference that influenced the participants in an event; and</p> <p>(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> <p>(A) use social studies terminology correctly;</p> <p>(B) incorporate main and supporting ideas in verbal and written communication;</p> <p>(C) express ideas orally based on research and experiences;</p>					

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February 22 – April 16, 2010

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(24) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p>	<p>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p> <p>(E) use standard grammar, spelling, sentence structure, and punctuation.</p> <p>(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</p> <p>(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.</p>					

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5th Six Weeks - (33 days of instruction)
February 22 – April 16, 2010

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century.</p> <p>(5) History. The student understands important issues, events, and individuals of the 20th century in Texas.</p> <p>(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.</p>	<p>(B) explain the growth and development of the cattle and oil industries;</p> <p>(C) identify the impact of railroads on life in Texas, including changes to cities and major industries</p> <p>(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 other technology industries</p> <p>(A) identify clusters of settlement in Texas and explain their distribution;</p> <p>(B) explain patterns of settlement at different time periods in Texas;</p> <p>(C) describe the location of cities in Texas and explain their distribution, past and present; and</p> <p>(D) explain the geographic factors that influence patterns of settlement and the distribution of population in Texas, past and</p>	<p>Oil, Cattle and Railroad Texas Railroad Commission locomotive era transportation refinery engineer boom derrick boomtown wildcatter petroleum entrepreneur interdependent gusher crude oil</p>			<p>Oil, Cattle and Railroad</p>	<p>Oil, Cattle and Railroad/ Horizons Textbook Chapter 9 Pgs. 305-309, 312-317</p> <p>Texas Studies Weekly Newspaper Weeks 23-24</p> <p>georgetownisd.org: Links for 4th grade Cattle and Oil Spindletop walking tour.</p> <p>Video Streaming: US geography from sea to shining sea: South Central Region (20:59)</p> <p>History of Transportation Railroads (18:27)</p>

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GRADE/SUBJECT:
4th grade /Social Studies

**5th Six Weeks - (33 days of instruction)
February 22 – April 16, 2010**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(9) Geography. The student understands how people adapt to and modify their environment.</p> <p>(13) Economics. The student understands patterns of work and economic activities in Texas.</p>	<p>present.</p> <p>(A) describe ways people have adapted to and modified their environment in Texas, past and present;</p> <p>(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</p> <p>(C) analyze the consequences of human modification of the environment in Texas, past and present.</p> <p>(D) describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;</p> <p>(E) explain how developments in transportation and communication have influenced economic activities in Texas; and</p> <p>(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and</p>					<p>Horizons Hands-on Reading Activities: A Walk Through the 20th Century Unit 5</p> <p>Literature:</p> <p><u>Los Vaqueros: Our First Cowboys</u> by Sammye Munson</p> <p><u>Charles Goodnight: Pioneer Cowman</u> by Sybil J. O'Rear</p> <p><u>Cowboy Stories from East Texas</u> by John D. Lash</p> <p><u>Exploring Energy: Oil and Natural Gas</u> by Philip Sauvin</p> <p><u>The Texas Rangers</u> by Mike Cox</p> <p><u>Lizzie: Queen of the Cattle Trails</u> by Anne F. Crawford</p> <p><u>Famous Texas</u></p>

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GRADE/SUBJECT:
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5th Six Weeks - (33 days of instruction)
February 22 – April 16, 2010

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(14) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent.</p>	<p>growth of Texas.</p> <p>(A) identify ways in which technological changes have resulted in increased interdependence among Texas, the United States, and the world;</p> <p>(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; and</p> <p>(C) explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.</p>					<p><u>Ranchers</u> by Jane Alexander Knapik</p> <p>United Streaming: <u>History of Transportation— Railroads (18:27)</u> <u>The American Industrial Revolution (27:22)</u></p>

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GRADE/SUBJECT:
4th grade /Social Studies

6th Six Weeks - (34 days of instruction)
April19 – June, 2009

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(7) Geography. The student understands the concept of regions.</p> <p>(12) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas.</p> <p>(13) Economics. The student understands patterns of</p>	<p>(A) describe a variety of regions in Texas and the Western Hemisphere such as political, population, and economic regions that result from patterns of human activity</p> <p>(C) compare the regions of Texas with regions of the United States and other parts of the world.</p> <p>(A) describe the development of the free enterprise system in Texas;</p> <p>(B) describe how the free enterprise system works in Texas; and</p> <p>(C) give examples of the benefits of the free enterprise system in Texas.</p> <p>(A) explain how people in different regions of Texas earn their living, past and present;</p>	<p>Texas, Today and Tomorrow tenant farmer commercial farm petrochemical pollution kerosene mass production standardized assembly line division of labor highway suburb recreation aviation bust supply astronaut demand orbit tidelands economy</p>	<p>Projects Teacher Observation Oral Discussion and Q&A Lesson Assessments Unit Tests Graphic Organizers Thinking Maps Teacher Created Rubrics Performances</p>	<p>Link past and present Group work Opportunities to discuss lesson Review vocabulary and concepts Frequent Feedback Visual representation Opportunities to act out a situation Use of five senses Hands-on experiences</p>	<p>Texas, Today and Tomorrow</p>	<p>Texas, Today and Tomorrow/ Horizons Textbook Chapter 10 Pgs. 334-337, 338-343, 350 Unitedstreaming.com: Southwest Region, The: People and Heritage Texas Studies Weekly Newspaper Weeks 25-28</p> <p>The Spindler Gusher: The Story of The Texas Oil Boom by Carmen Bredeson</p> <p>Oil and Gas: From Fossils to Fuels by Joan Lowery Nixon and Hershell H. Nixon</p> <p>Apollo 11 by Conrad Stein Georgetownisd.org</p> <p>Unitedstreaming.com: US Geography: From Sea to Shining Sea: South Central Region</p> <p>Pete's Powerpoint</p>

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GRADE/SUBJECT:
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6th Six Weeks - (34 days of instruction)
April19 – June, 2009

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>work and economic activities in Texas.</p> <p>(14) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent.</p>	<p>(B) explain how geographic factors have influenced the location of economic activities in Texas;</p> <p>(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of Texas</p> <p>(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.</p> <p>(A) identify ways in which technological changes have resulted in increased interdependence among Texas, the United States, and the world;</p> <p>(B) identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around</p>					

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GRADE/SUBJECT:
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6th Six Weeks - (34 days of instruction)
April19 – June, 2009

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(19) Citizenship. The student understands the importance of effective leadership in a democratic society.</p> <p>(21) Science, technology, and society. The student understands the impact of science and</p>	<p>the world; and (C) explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.</p> <p>(A) identify leaders in 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.</p> <p>(B) describe how scientific discoveries and technological innovations have benefited individuals, businesses, and society in Texas; and</p>					<p>Unitedstreaming.com: What It Means To Be An American Citizen</p> <p>Thinking Maps</p> <p>Texas handbook online Tshaonline.org</p>

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6th Six Weeks - (34 days of instruction)
April 19 – June, 2009

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>technology on life in Texas.</p> <p>(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</p>	<p>(C) predict how future scientific discoveries and technological innovations might affect life in Texas.</p> <p>(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;</p> <p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and</p>					<p>Thinking maps</p>

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6th Six Weeks - (34 days of instruction)
April 19 – June, 2009

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(23) Social studies skills. The student communicates in written, oral, and visual forms.</p>	<p>maps; (D) identify different points of view about an issue or topic; (E) identify the elements of frame of reference that influenced the participants in an event; and (F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> <p>(A) use 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</p>				<p>Thinking maps</p> <p>L is for Lone Star by Carol Krane</p>	

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April 19 – June, 2009

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(24) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p> <p>(17) Citizenship. The student understands important</p>	<p>(E) use standard grammar, spelling, sentence structure, and punctuation.</p> <p>(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</p> <p>(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.</p> <p>(A) explain the meaning of selected patriotic symbols and landmarks of Texas, including the six</p>	<p>Texas Pride Symbols Lonestar-Texas State Flag Pledge to the Texas Flag bluebonnet Texas State Seal Mocking bird Texas Blue Topaz Monarch Butterfly longhorn prickly pear cactus horned lizard 9-banded armadillo Pecan tree Six flags over Texas San Jose Missions Alamo San Jacinto Monument Texas, Our Texas-State Song Texas Independence</p>			<p>Texas Pride Symbols</p>	<p>Symbols/Horizons Textbook Pgs. 1, 18-19, 39, 96-97, 198-199, 272-273, 300, 366-367, 389 Landmarks/Time for Kids Pg. 2-16 Horizons Textbook pgs. 2-3, 70-71, 133, 184-185, 400 Celebrations and Holidays/ Horizons Textbook Pg. 46-47, 55, 196, 200-205, 274-275, 413 Mock Election http://www.ci.elpaso.tx.us/government.asp</p>

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6th Six Weeks - (34 days of instruction)
April 19 – June, 2009

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>customs, symbols, and celebrations of Texas.</p> <p>(18) Citizenship. The student understands the importance of voluntary individual participation in the democratic process.</p> <p>(20) Culture. The student understands the contributions of people of various racial,</p>	<p>flags over Texas, San José Mission, and the San Jacinto Monument;</p> <p>(B) sing or recite Texas, Our Texas;</p> <p>(C) recite and explain the meaning of the Pledge to the Texas Flag; and</p> <p>(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.</p> <p>(A) explain how individuals can participate voluntarily in civic affairs at state and local levels;</p> <p>(B) explain the role of the individual in state and local elections</p> <p>(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas;</p> <p>(B) identify customs,</p>	<p>Day Juneteenth Stephen F. Austin Day</p> <p>Famous Texans Alvar Nunez Cabeza de Vaca Martin De Leon Henry Cisneros Cleto Rodriguez Moses Austin Stephen F. Austin Mirium "Ma" Ferguson Audie Leon Murphy John Tower Gail Bordon, Jr. Lorenzo De</p>			<p>Famous Texans</p>	<p>Literature: <u>Texas Traditions: The Culture of The Lone Star State</u> by Robyn Montana Turner <u>The Tree That Would Not Die</u> by Ellen Levine</p> <p>Biography/ Horizons T.E. Pg. xi</p> <p>Texas Studies Weekly Newspaper Weeks 27-28</p> <p>Social Studies Link: Georgetownisd.org 4th grade/famous Texans</p> <p>TEKS Biography http://www.famoustexans.com/ http://www.ricardoisd.us/famoustexans.htm Texasmonthly.com Literature: <u>The Legend of the</u></p>

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GRADE/SUBJECT:
4th grade /Social Studies

**6th Six Weeks - (34 days of instruction)
April19 – June, 2009**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>ethnic, and religious groups to Texas.</p> <p>(2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere.</p> <p>(5) History. The student understands important issues, events, and individuals of the 20th century in Texas.</p>	<p>celebrations, and traditions of various culture groups in Texas; and</p> <p>(C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas.</p> <p>(D) identify the accomplishments of significant empresarios including Moses Austin, Stephen F. Austin, and Martín de León and explain their impact on the settlement of Texas</p> <p>(B) identify the accomplishments of notable individuals such as Henry Cisneros, Miriam A. Ferguson, Audie Murphy, Cleto Rodríguez, and John Tower.</p>	<p>Zavala Joseph Glidden Patillo Higgens Christopher Columbus Francisco Vasquez de Coronado Sam Houston Mirabeau Buonaparte Lamar Barbara Jordan Anson Jones Rene Robert Cavelier Sier de la Salle</p>				<p><u>Bluebonnet:: An Old Tale of Texas</u> by Tomie De Paola <u>Did You Ever Meet a Texas Hero?</u> by Marj Gurasich</p> <p>Big Book of Texas History by Dinah Zike's: Picture Frame Book</p> <p>Wanted Poster</p> <p>The Handbook of Texas online</p> <p>http://www.tshaonline.org/tools/teks/teks4/teks_21.html The Handbook of Texas Online</p>

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Social Studies Instructional Planning Guide**

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<p>(18) Citizenship. The student understands the importance of voluntary individual participation in the democratic process.</p> <p>(21) Science, technology, and society. The student understands the impact of science and technology on life in Texas</p>	<p>(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</p> <p>(D) explain how to contact elected and appointed leaders in state and local governments.</p> <p>(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, and Patillo Higgins and their contributions</p>					<p>Pete’s Power point</p> <p>The Handbook of Texas</p>

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