

Introduction

Curriculum Overview

Congratulations on choosing an outstanding fourth-grade curriculum! Using this curriculum, you and your student will be able to tell how and why Texas became a state, why it withdrew from the United States during the Civil War, and how it rejoined the United States after the war. The student will be able to give a summary of the history of Texas by using the six flags of Texas. The student will tell about the many industries of Texas, from oil wells to astronauts, and show an understanding of Texas government, along with a plethora of other activities. One of the true advantages in selecting Texas Tech University K-12 is that you will have an all-encompassing curriculum similar to what you would find in some of the most outstanding teachers' classrooms in our nation.

This course is completed online in Blackboard using the PDF **Unit Lessons** and **Worksheets** documents.

Unit assessments in this course consist of two parts, the **Unit Test** and the **Unit Project**. For each Unit Test, the student will download and complete PDF test pages, then scan or take a digital photograph of the completed pages showing his or her work. Completed Unit Projects must also be scanned or photographed. Combine the images for each assignment into a single PDF (see **Requirements for Creating PDFs** on the course home page) and upload the file for grading as instructed in the assignment.

4th Grade Social Studies

The second semester of fourth grade social studies continues the story of Texas beginning with statehood, separation during the Civil War, economic development of Texas in the cattle industry and oil industry, and the development of transportation from railroads to space shuttles. The semester ends with a look at Texas government and citizenship. A timeline continued from the first semester brings the significant events in Texas history up to the present. Each of the three units includes an exciting hands-on project.

Course Objectives

The curriculum meets all of the [Texas Essential Knowledge and Skills](#) (TEKS) objectives. At the end of this course, the student should be able to do the following:

- **History:**
 - ◇ summarize reasons for European exploration and settlement of Texas and the Western Hemisphere;

- ◇ 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;
- ◇ 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;
- ◇ identify the impact of Mexico's independence from Spain on the events in Texas;
- ◇ analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto;
- ◇ describe the successes and problems of the Republic of Texas;
- ◇ explain the events that led to the annexation of Texas to the United States;
- ◇ explain the impact of the Mexican War on Texas;
- ◇ identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, and Anson Jones;
- ◇ describe the impact of the Civil War and Reconstruction on Texas;
- ◇ explain the growth and development of the cattle and oil industries;
- ◇ identify the impact of railroads on life in Texas, including changes to cities and major industries;
- ◇ describe the effects of political, economic, and social changes on Native Americans in Texas;
- ◇ 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;
- ◇ identify the accomplishments of notable individuals such as Henry Cisneros, Miriam A. Ferguson, Audie Murphy, Cleto Rodríguez, and John Tower;

- **Geography:**

- ◇ apply geographic tools—including grid systems, legends, symbols, scales, and compass roses—to construct and interpret maps;
- ◇ translate geographic data into a variety of formats, such as raw data, to graphs and maps;
- ◇ 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;
- ◇ describe a variety of regions in Texas and the Western Hemisphere such as landform, climate, and vegetation regions that result from physical characteristics;
- ◇ compare the regions of Texas with regions of the United States and other parts of the world;

- ◇ identify clusters of settlement in Texas and explain their distribution;
 - ◇ explain patterns of settlement at different time periods in Texas;
 - ◇ describe the location of cities in Texas and explain their distribution, past and present;
 - ◇ explain the geographic factors that influence patterns of settlement and the distribution of population in Texas, past and present;
 - ◇ describe ways people have adapted to and modified their environment in Texas, past and present;
 - ◇ 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;
 - ◇ analyze the consequences of human modification of the environment in Texas, past and present;
- **Economics:**
 - ◇ explain the economic patterns of early European immigrants to Texas and the Western Hemisphere;
 - ◇ identify the economic motivations for European exploration and settlement in Texas and the Western Hemisphere;
 - ◇ identify the economic motivations for Anglo-American colonization in Texas;
 - ◇ describe the development of the free enterprise system in Texas;
 - ◇ describe how the free enterprise system works in Texas;
 - ◇ give examples of the benefits of the free enterprise system in Texas;
 - ◇ explain how people in different regions of Texas earn their living, past and present;
 - ◇ explain how geographic factors have influenced the location of economic activities in Texas;
 - ◇ analyze the effects of immigration, migration, and limited resources on the economic development and growth of Texas;
 - ◇ describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;
 - ◇ explain how developments in transportation and communication have influenced economic activities in Texas;
 - ◇ explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas;
 - ◇ identify ways in which technological changes have resulted in increased interdependence among Texas, the United States, and the world;
 - ◇ identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world;

- ◇ explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world;

- **Government:**

- ◇ compare how selected Native-American groups governed themselves;
- ◇ identify characteristics of Spanish and Mexican colonial governments and their influence on inhabitants of Texas;
- ◇ identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and the Treaty of Velasco;
- ◇ identify and explain the basic functions of the three branches of state government;

- **Citizenship:**

- ◇ explain the meaning of selected patriotic symbols and landmarks of Texas, including the six flags over Texas, San José Mission, and the San Jacinto Monument;
- ◇ sing or recite *Texas, Our Texas*;
- ◇ recite and explain the meaning of the Pledge to the Texas Flag;
- ◇ describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth;
- ◇ explain how individuals can participate voluntarily in civic affairs at state and local levels;
- ◇ explain the role of the individual in state and local elections;
- ◇ identify the importance of historical figures such as Sam Houston, Barbara Jordan, and Lorenzo de Zavala who modeled active participation in the democratic process;
- ◇ explain how to contact elected and appointed leaders in state and local governments;
- ◇ 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;
- ◇ identify leadership qualities of state and local leaders, past and present;

- **Culture:**

- ◇ identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas;
- ◇ identify customs, celebrations, and traditions of various culture groups in Texas;
- ◇ summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas;

- **Science, technology, and society:**

- ◇ identify famous inventors and scientists such as Gail Borden, Joseph Glidden, and Patillo Higgins and their contributions;
- ◇ describe how scientific discoveries and technological innovations have benefited individuals, businesses, and society in Texas;

- **Social studies skills:**

- ◇ 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;
- ◇ 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;
- ◇ organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;
- ◇ identify different points of view about an issue or topic;
- ◇ identify the elements of frame of reference that influenced the participants in an event;
- ◇ use appropriate mathematical skills to interpret social studies information such as maps and graphs;
- ◇ use social studies terminology correctly;
- ◇ incorporate main and supporting ideas in verbal and written communication;
- ◇ express ideas orally based on research and experiences;
- ◇ create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies;
- ◇ use standard grammar, spelling, sentence structure, and punctuation;
- ◇ 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;
- ◇ 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.

Handwriting

Handwriting is taught in the Language Arts course; however, good handwriting skills are necessary in all subjects including social studies. In Kindergarten, Grade 1, and Grade 2,

manuscript is the preferred technique; in Grades 3, 4, and 5, cursive is preferred. When teaching your child handwriting, please consider the appropriate letter and number formation and spacing. Please refer to the cursive chart included on the next page to assist you in appropriately teaching your child handwriting. Please reinforce the importance of good handwriting in all subject areas.

Traditional Cursive

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv Ww

Xx Yy Zz

Books and Materials for SOCS 4 This Semester

Textbook:

- Diem, Richard, *Harcourt Horizons: Texas* (Harcourt, Inc., 2003), ISBN 0-15-320181-9

Additional Books:

These books can be purchased from any book vendor or borrowed from your public library.

- Shefelman, Janice Jordan, *A Paradise Called Texas*
- Cherry, Lynne, *The Armadillo from Amarillo*
- Warren, Betsy, *Texas in Historic Site and Symbols*

Materials:

- buttons, 2
- cans or plastic cups, 2
- chalk or dry erase markers
- chalkboard, dry erase board, or large piece of paper
- color pencils
- Microsoft PowerPoint (optional)
- crayons (optional)
- encyclopedia (optional)
- globe (optional)
- glue
- hole punch
- index cards or card stock
- markers
- milk carton (in refrigerator)
- paper sack
- paper: plain white (8½" × 11" and 2" × 2" square), writing
- pencils
- ruler or yardstick
- scissors

- string
- tape
- Texas notebook from SOCS 4A (if available) *OR* spiral notebook, 70-100 pages, wide-ruled
- wall timeline from SOCS 4A (if available)
- wire hanger

Grading Procedures and Unit Assignment Checklists

Grades are calculated for Unit 4, Unit 5, and Unit 6. The semester grade is an average of the three unit grades. The unit grades will include a test and a project for each unit. The Units 4 and Unit 5 Tests and Projects are located in their respective Unit folders in this online course; the Unit 6 Test and Project are the Final Exam folder.

The Unit Tests and Projects will be submitted **separately** to Texas Tech University K-12 to be graded. The Unit Test is an online quiz and the Unit Project is an upload assignment.

Scan or photograph each Unit Project. (For audio or video projects, see “Audio Help” and “Video Help” on the course home page for information about saving these formats for upload.) Combine multiple images into a **single PDF** (see “Requirements for Creating PDFs” on the course home page). When you save the document, use the naming convention given for each Unit Project as the name of your file. Upload the file according to the instructions given in the assignment.

Schedule for tests and projects

Unit 4:

- Day 98: Administer the Unit 4 Test
- Days 99-100: Complete the Unit 4 Project
- Day 100: Submit the Unit 4 Project

Unit 5:

- Day 122: Administer the Unit 5 Test
- Days 123-125: Complete the Unit 5 Project
- Day 125: Submit the Unit 5 Project

Unit 6:

- Days 147-149: Complete Unit 6 Project
- Day 150: Administer the Unit 6 Exam
Submit the Unit 6 Project

Unit Projects

Your student must complete a project for each unit. The student has the option of creating his or her own project or choosing one of those listed in **Suggested Projects** in this course. If the student chooses a topic, he or she must choose a topic based on the information presented in the unit, and it must be approved by Texas Tech University K-12. The student must also complete a **Unit Topic Planner**. Please submit these to Texas Tech University K-12 no later than one week after your student begins the unit.

The student's teacher will send feedback regarding whether or not your project has been approved. You will find it in the **My Grades** area of this course.