

# Introduction

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## Curriculum Overview

Congratulations on choosing an outstanding fourth-grade Social Studies curriculum! Using this curriculum, you and your student will be engaged in reading fiction and non-fiction selections; designing a travel brochure; creating a postcard book; making a giant floor map and identifying Texas regions, longitude and latitude, major cities, elevations, climates, plants and animals, political regions, population regions, economic regions, and land usage; creating charts; creating an archaeological site; making an Indian shelter; drawing timelines; and a plethora of other activities. One of the advantages in selecting Texas Tech University K-12 curriculum is that you will have an all-encompassing curriculum similar to what you would find in some of the most outstanding teacher's 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

Fourth-grade Social Studies is a comprehensive study of the many aspects of Texas. The first semester includes the relative location of Texas, the four natural regions, the climates and types of weather, the plants and animals found in Texas, and the political, population and economic regions of Texas. It uses a fun, hands-on approach to map and globe skills. The study then looks at the early people of Texas and ten Native American groups. The course then moves from European explorers in Texas to Texas colonies. The semester ends with the Texas revolution and the significant people like Stephen F. Austin, Sam Houston, Lorenzo de Zavala, and Davy Crockett, who helped win independence from Mexico. A timeline for the wall is used as a tool to help the student understand historical dates and figures. Each of the three units includes an exciting, hands-on project.

At the end of the first semester, the student will be able to identify and compare the regions of Texas. He or she will be able to tell about the Native Americans of each region and how they adapted to their surroundings. The student will be able to tell the history of Texas from exploration through the Texas Revolution by following the symbols on the wall timeline that he or she has constructed.

## 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:**

- ◇ identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived;
- ◇ compare the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration;
- ◇ 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;
- ◇ explain when, where, and why the Spanish established Catholic missions in 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;
- ◇ identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, and Anson Jones;
- ◇ explain the growth and development of the cattle and oil industries;
- ◇ describe the effects of political, economic, and social changes on Native Americans in Texas;
- ◇ 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.
- **Economics:**
    - ◇ explain the economic patterns of various early Native-American groups in 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;
    - ◇ 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;
    - ◇ explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas;
    - ◇ identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around 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.
- **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;

- ◇ 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.
- **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;
  - ◇ predict how future scientific discoveries and technological innovations might affect life 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

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## Textbook:

- Diem, Richard, *Harcourt Horizons: Texas* (Harcourt Schools Publisher, 2003), ISBN 0153201819

## Other Required Books:

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

- **Unit 1:**  
Cherry, Lynne, *The Armadillo From Amarillo* (Harcourt Children's Books, 1999), ISBN 0152019553
- **Unit 2:**  
Warren, Betsy, *Indians Who Lived in Texas* (Hendrick-Long Publishing Company, 1991), ISBN 0937460028
- **Unit 3:**  
Jakes, John, *Susanna of the Alamo* (Harcourt Children's Books, 1990), ISBN 0152005951

## Materials:

- baking pan or box
- beans or macaroni, 1 bag
- boxes, small
- brush, small
- chalk or dry erase markers
- chalkboard or dry erase board
- color pencils
- craft paper, brown
- dictionary
- editor's visor or baseball cap
- glasses or jars, 5 clear
- globe
- glue or glue stick
- grass or brush
- index cards, 27 blank

- markers
- masking tape
- objects to stack (things around the house like, books, cans, boxes, pillows, etc.)
- objects, small (paper clips, erasers, marbles, etc.)
- orange (optional)
- paper: construction (yellow or tan and brown), plain white 8½" × 11", scrap, writing
- pencils
- permanent marker (optional)
- pitcher
- postcard (optional)
- ruler
- sand or cornmeal
- scissors
- spiral notebook, 70-100 pages, wide-ruled
- string
- Styrofoam™ cup
- tape
- tape measure
- toothpicks (optional)
- twigs, small
- water
- yardstick

# Grading Procedures and Unit Assignment Checklists

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Grades are calculated for Unit 1, Unit 2, and Unit 3. The semester grade is an average of the three unit grades. The unit grades will include a test and a project for each unit. All of the Unit Projects and the Units 1 and 2 Tests are located in their respective Unit folders in this online course; the Unit 3 Test is 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**.

When you save your documents, use the naming convention given for each Unit Test or 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 1:

- Day 22: Administer Unit 1 Test
- Days 23-25: Work on the Unit 1 Project
- Day 25: Submit the Unit 1 Project

### Unit 2:

- Day 48: Administer Unit 2 Test
- Days 49-50: Work on the Unit 2 Project
- Day 50: Submit the Unit 2 Project

### Unit 3:

- Day 72: Administer Unit 3 Test
- Days 73-75: Work on the Unit 3 Project
- Day 75: Submit the Unit 3 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 the online 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 online.