



## Teacher Learning Report Grade 4 Social Studies

Geography of Texas	Unit	CHECKPOINT		
		1	2	3
<b>4.6 Geography.</b> The student understands the concept of regions.				
<b>4.7 Geography.</b> The student understands the location and patterns of settlement and the geographic factors that influence where people live.				
<b>4.8 Geography.</b> The student understands how people adapt to and modify their environment.				
<b>4.20 Social Studies Skills.</b> The student uses geographic tools to collect, analyze, and interpret data.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
4.19(A) use primary and secondary sources to acquire information				
4.19(C) organize and interpret information from a variety of sources				
4.21(A) use social studies terminology correctly				
<i>connected 4.19(D), 4.20(A), 4.20(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Tools of Geography</b>				
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				

Physical Geography: Regions of Texas and Settlement Patterns	Unit	1	2	3
❖ 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 ③				
4.7(B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods ③ <i>Spiral Standard</i>				
4.6(B) compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) ③				
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 ③ <i>Spiral Standard</i>				

Human Geography: Adaptation and Modification	Unit	1	2	3
❖ 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 ③ <i>Spiral Standard</i>				
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 ③				
4.8(C) compare the positive and negative consequences of human modification of the environment in Texas, past and present ③ <i>Spiral Standard</i>				



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Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
4.19(B) analyze information in a variety of ways <i>connected 4.21(B), 4.21(C), 4.21(D), 4.22(A)</i>				



## Teacher Learning Report Grade 4 Social Studies

American Indian Life	Unit	CHECKPOINT		
		1	2	3
<b>4.1 History.</b> The student understands the origins, similarities, and differences of American Indian groups in Texas before European exploration.  <p style="text-align: right;"><i>Connected Knowledge and Skills 4.8, 4.9, 4.12</i></p>				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
4.19(A) use primary and secondary sources to acquire information 4.19(C) organize and interpret information from a variety of sources 4.21(A) use social studies terminology correctly  <p style="text-align: right;"><i>connected 4.19(D), 4.20(A), 4.20(B)</i></p>				

Content	Unit	CHECKPOINT		
		1	2	3
<b>American Indians: Location and Way of Life</b>				
❖ 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  <i>Spiral Standard: 4.8(B)</i>				
4.1(A) explain the possible origins of American Indian groups in Texas				
4.1(C) describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern				
4.1(D) locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo				
4.8(A) describe ways people have adapted to and modified their environment in Texas, ... ⑧				
<i>Spiral Standard: 4.7(A)</i>				

<b>American Indians: Government and Economic Patterns</b>				
❖ 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 ⑧  4.12(A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves ⑧				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
4.19(B) analyze information in a variety of ways  <p style="text-align: right;"><i>connected 4.21(B), 4.21(C), 4.21(D), 4.22(A)</i></p>				



## Teacher Learning Report Grade 4 Social Studies

Exploration and Colonization	Unit	CHECKPOINT		
		1	2	3
<b>4.2 History.</b> The student understands the causes and effects of European exploration and colonization of Texas.  <p style="text-align: right;"><i>Connected Knowledge and Skills 4.7, 4.9, 4.11, 4.12, 4.14, 4.18</i></p>				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
4.19(A) use primary and secondary sources to acquire information 4.19(C) organize and interpret information from a variety of sources 4.21(A) use social studies terminology correctly  <p style="text-align: right;"><i>connected 4.19(D), 4.20(A), 4.20(B)</i></p>				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Age of Contact: European Exploration</b>				
❖ 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				
4.2(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion				
4.11(C) identify the effects of exploration, ... on the economic development and growth of Texas <i>Spiral Standard</i>				

<b>First and Second Flags of Texas: Spain and France Colonize Texas</b>				
❖ 4.2(C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals				
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 <sup>Ⓢ</sup> <i>Spiral Standard</i>				
4.14(A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas				

<b>The Third Flag Over Texas: Mexican Sovereignty</b>				
❖ 4.2(D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas				
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				
4.7(B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods <sup>Ⓢ</sup> <i>Spiral Standard</i>				
4.9(B) explain the economic activities early settlers to Texas used to meet their needs and wants <sup>Ⓢ</sup>				
4.12(B) compare characteristics of the Spanish colonial government and the early Mexican governments in Texas <sup>Ⓢ</sup>				
4.18(A) identify famous inventors and scientists such as Gail Borden ...				

Process (Ways to Show)	Unit	CHECKPOINT		
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		1	2	3
4.19(B) analyze information in a variety of ways	<i>connected 4.21(B), 4.21(C), 4.21(D), 4.22(A)</i>			



## Teacher Learning Report Grade 4 Social Studies

### >> Independence – Annexation

**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.

Connected Knowledge and Skills 4.13, 4.14, 4.15

Unit	CHECKPOINT		
	1	2	3

### Process (Tools to Know)

- 4.19(A) use primary and secondary sources to acquire information
- 4.19(C) organize and interpret information from a variety of sources
- 4.21(A) use social studies terminology correctly

connected 4.19(D), 4.20(A), 4.20(B)

Unit	CHECKPOINT		
	1	2	3

### Content

#### Causes and Effects of the Revolution

Unit	CHECKPOINT		
	1	2	3

- ❖ 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

4.13(A) identify the purposes and explain the importance of the Texas Declaration of Independence ...

*Spiral Standard: 4.7(B)*

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

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

4.14(D) describe the origins and significance of state celebrations such as Texas Independence Day...

#### The Fourth Flag of Texas: The Republic of Texas

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- ❖ 4.13(A) identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution

*Spiral Standards: 4.8(B), 4.11(A)*

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

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

4.15(D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, ... Lorenzo de Zavala, ... and other local individuals ③

*Spiral Standards: 4.11(C), 4.11(D)*

#### The Fifth Flag of Texas: Annexation to the United States

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- ❖ 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

*Spiral Standard: 4.7(A)*



## Teacher Learning Report Grade 4 Social Studies

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
4.19(B) analyze information in a variety of ways <i>connected 4.21(B), 4.21(C), 4.21(D), 4.22(A)</i>				

>> TEKS clusters typically requiring additional time and focus in the curriculum



## Teacher Learning Report Grade 4 Social Studies

### >> A Developing Government Structure

**4.13 Government.** The student understands important ideas in historical documents of Texas and the United States.

Connected Knowledge and Skills 4.16

Unit	CHECKPOINT		
	1	2	3

### Process (Tools to Know)

- 4.19(A) use primary and secondary sources to acquire information
- 4.19(C) organize and interpret information from a variety of sources
- 4.21(A) use social studies terminology correctly

connected 4.19(D), 4.20(A), 4.20(B)

Unit	CHECKPOINT		
	1	2	3

### Content

#### The Structure of Government

- ❖ 4.13(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution ③

- 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 ③

#### Historical Documents: Celebrate Freedom

- ❖ 4.13(A) identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution ③

- 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) ③

### Process (Ways to Show)

- 4.19(B) analyze information in a variety of ways

connected 4.21(B), 4.21(C), 4.21(D), 4.22(A)

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum





## Teacher Learning Report Grade 4 Social Studies

### >> Texas at the End of the 19<sup>th</sup> Century

**4.4 History.** The student understands the political, economic, and social changes in Texas during the last half of the 19th century.

Connected Knowledge and Skills 4.10, 4.14, 4.18

Unit	CHECKPOINT		
	1	2	3

### Process (Tools to Know)

- 4.19(A) use primary and secondary sources to acquire information
- 4.19(C) organize and interpret information from a variety of sources
- 4.21(A) use social studies terminology correctly

connected 4.19(D), 4.20(A), 4.20(B)

Unit	CHECKPOINT		
	1	2	3

### Content

#### Political Changes: Civil War and Reconstruction

- ❖ 4.4(A) describe the impact of the Civil War and Reconstruction on Texas

4.14(D) describe the origins and significance of state celebrations such as ... Juneteenth

#### Economic Changes: Expanding Industries

- ❖ 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

*Spiral Standards: 4.7(B), 4.8(B), 4.11(A)*

4.4(C) explain the effects of the railroad industry on life in Texas, including changes to cities and major industries

4.10(C) describe the development of the free enterprise system in Texas such as ... the railroad boom <sup>Ⓢ</sup>

4.18(A) identify famous inventors and scientists such as ... Joseph Glidden ...

*Spiral Standards: 4.7(A), 4.11(B), 4.11(C), 4.11(D)*

#### Social Changes: Conflict with American Indians

- ❖ 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

*Spiral Standard: 4.8(C)*

### Process (Ways to Show)

- 4.19(B) analyze information in a variety of ways

connected 4.21(B), 4.21(C), 4.21(D), 4.22(A)

Unit	CHECKPOINT		
	1	2	3



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>> *TEKS clusters typically requiring additional time and focus in the curriculum*



## Teacher Learning Report Grade 4 Social Studies

### >> 20<sup>th</sup> Century Texas

- 4.5 History.** The student understands important issues, events, and individuals of the 20th century in Texas.
- 4.10 Economics.** The student understands the characteristics and benefits of the free enterprise system in Texas.
- 4.18 Science, technology, and society.** The student understands the impact of science and technology on life in Texas.

Unit	CHECKPOINT		
	1	2	3

### Process (Tools to Know)

- 4.19(A) use primary and secondary sources to acquire information
- 4.19(C) organize and interpret information from a variety of sources
- 4.21(A) use social studies terminology correctly

*connected 4.19(D), 4.20(A), 4.20(B)*

Unit	CHECKPOINT		
	1	2	3

### Content

#### The Free Enterprise System

- ❖ 4.10(A) describe how the free enterprise system works, including supply and demand Ⓢ

*Spiral Standard: 4.11(A)*

- 4.10(B) identify examples of the benefits of the free enterprise system such as choice and opportunity Ⓢ

- 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 Ⓢ

*Spiral Standards: 4.8(C)*

#### Age of Oil and the Early 20th Century

- ❖ 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

- 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 Rodríguez, and Bessie Coleman, and other local individuals

*Spiral Standards: 4.7(B), 4.8(B), 4.11(A)*

*Spiral Standards: 4.8(C), 4.11(B)*

#### Modern Innovation and the Market

- ❖ 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 Ⓢ

*Spiral Standards: 4.7(B), 4.8(B), 4.11(A)*

- 4.18(A) identify famous inventors and scientists such as ... Michael DeBakey, and Millie Hughes-Fulford and their contributions

*Spiral Standards: 4.8(C), 4.11(B), 4.11(C), 4.11(D)*



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Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
4.19(B) analyze information in a variety of ways <i>connected 4.21(B), 4.21(C), 4.21(D), 4.22(A)</i>				

>> TEKS clusters typically requiring additional time and focus in the curriculum



## Teacher Learning Report Grade 4 Social Studies

Citizenship and Culture	Unit	CHECKPOINT		
		1	2	3
<p><b>4.14 Citizenship.</b> The student understands important customs, symbols, and celebrations of Texas.</p> <p><b>4.15 Citizenship.</b> The student understands the importance of active individual participation in the democratic process.</p> <p style="text-align: right;"><i>Connected Knowledge and Skills 4.16, 4.17</i></p>				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
<p>4.19(A) use primary and secondary sources to acquire information</p> <p>4.19(C) organize and interpret information from a variety of sources</p> <p>4.21(A) use social studies terminology correctly</p> <p style="text-align: right;"><i>connected 4.19(D), 4.20(A), 4.20(B)</i></p>				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Honor and Celebrate Texas: Citizenship</b>				
❖ 4.15(C) explain the duty of the individual in state and local elections such as being informed and voting ⑧				
4.14(B) sing or recite "Texas, Our Texas"				
4.14(C) recite and explain the meaning of the Pledge to the Texas Flag				
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 ⑧				
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 ⑧				
4.15(D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as ... Barbara Jordan, ... Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals ⑧				
4.15(E) explain how to contact elected and appointed leaders in state and local governments ⑧				
4.16(B) identify leadership qualities of state and local leaders, past and present				

<b>Honor and Celebrate Texas: Culture</b>				
❖ 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				
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				
<i>Spiral Standard: 4.7(B)</i>				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3



## Teacher Learning Report Grade 4 Social Studies

4.19(B) analyze information in a variety of ways

*connected 4.21(B), 4.21(C), 4.21(D), 4.22(A)*

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## Teacher Learning Report Grade 4 Social Studies

PROCESS STANDARDS: SOCIAL STUDIES SKILLS		Unit	CHECKPOINT		
			1	2	3
4.19	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.	Tools to Know			
4.20	The student uses geographic tools to collect, analyze, and interpret data.				
4.21	The student communicates in written, oral, and visual forms.	Ways to Show			
4.22	The student uses problem-solving and decision-making skills, working independently and with others.				

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
Using and Evaluating Sources	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(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps				
Understanding Vocabulary and Terms	4.21(A) use social studies terminology correctly				
Understanding Points of View	4.19(D) identify different points of view about an issue, topic, historical event, or current event				
Using Geographic Tools	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				

WAYS TO SHOW		Unit	CHECKPOINT		
			1	2	3
Analyzing Information	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				
Representing and Communicating Information	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				
Researching	4.22(A) use 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				



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SPIRAL STANDARDS (content standards included in many/most units of instruction to add perspective and depth to content across chronology of the course)	Unit	CHECKPOINT		
		1	2	3
<b>Economic Spiral Standards</b>				
4.11(A) identify how people in different regions of Texas earn their living, past and present ⑧				
4.11(B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas				
4.11(C) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas				
4.11(D) explain how developments in transportation and communication have influenced economic activities in Texas ⑧				
<b>Geographic Spiral Standards</b>				
4.7(B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods ⑧				
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 ⑧				
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 ⑧				
4.8(C) compare the positive and negative consequences of human modification of the environment in Texas, past and present ⑧				

### Research

Spring: Complete the research project through independent research and an independent writing product.

- Students will identify a question on a given topic from Social Studies. Questions can be different for each student.
- Students will gather research to answer their research question using print, digital and primary sources
- Students will synthesize the information and formulate 4 paragraphs (6-8) sentences each) to share the information.