**Elementary Social Studies**
**4th Grade Public Overview**

| 4th Grade Social Studies |
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| **1st 9 Weeks** |
| **Assessments**<br>NWEA MAP Growth Math BOY (9/2)<br>NWEA MAP Growth Reading BOY (9/9)<br>NWEA MAP Growth Science BOY (9/16) |

**What are we learning?**
**How can I help at home?**

**Unit 1:** Texas Geography

**Essential Question:**

- What influences where people live?
- What defines a region?
- Do the benefits of human modification outweigh the costs?

**Timeline:** 8/11 – 9/11
**Priority Standards:** 4.6A, 4.6B, 4.7A, 4.7B, 4.8A, 4.8B, 4.8C
Link to TEKS

Content Unit Overview:
This unit is important because students will learn about how the geography of our state influences our live. Students will learn about how geographic factors such as climate and physical features affect settlement. Students will look closely on the regions of Texas and on characteristics of each region. Lastly, students will learn about why we adapt to and modify the environment and the impact that it has. Throughout this unit, students will apply what they learned in this unit to historical time periods.

At-Home Connection:

- Talk about how Texas weather (dry in the west, humid in the east) affects where people choose to live.
- Compare two Texas regions on a map and notice differences in landforms, plants, or climate.
- Point out something people build or change (like dams, AC, irrigation) and connect it to how Texans adapt to the environment.
- Choose a historical event your child knows and talk about how geography might have influenced what happened.

**Unit 2:** American Indians in Texas (Includes Celebrate Freedom Week)

**Essential Question:**

- How do people survive when they settle in a new place?
- How does a geographic region affect the way people live?

**Timeline:** 9/14 – 10/8
**Priority Standards:** 4.1A, 4.1B, 4.1C, 4.1D, 4.8A, 4.8B, 4.9A, 4.12A
**Link to TEKS**

Content Unit Overview:
This unit is important because it gives the foundation for understanding the history of our state. The unit will start by exploring the origins of American Indian groups in Texas. As part of this concept, they will focus on how early groups adapted in order to survive. In the 2nd concept, students will learn about the characteristics of culture such as food, clothing, shelter, technology, customs/traditions, etc. of such groups as the Karankawa, Caddo, Jumano, Lipan Apache, Ysleta Del Sur Pueblo, and Kickapoo. An emphasis will be on how the geographical features affect the way of life. Students will build on the knowledge they gained about American Indians in the European Exploration and the Growth and Change Units.

At-Home Connection:

- Look at a map of Texas and talk about where different American Indian groups originally lived and how the land shaped their daily life.
- Compare foods, shelters, or tools from two Texas tribes (like Caddo vs. Karankawa) and discuss how geography influenced those differences.
- Point out something in nature (water source, plants, animals) and talk about how early groups might have used it to survive.
- Have your child explain one way learning about Texas tribes helps them understand later topics like exploration or settlement.

**2nd 9 Weeks**

**Assessments**
Social Studies DLA 1 (12/7 – 12/11)

**Unit 3:** Exploration and Settlement of Texas
**Essential Question:**

- What impact does exploration have on a place?
- What is the lasting impact of interaction between cultures?
- Why do people leave their homeland?

**Timeline:** 10/19 – 11/13
**Priority Standards:** 4.2A, 4.2B, 4.2C, 4.2D, 4.2E, 4.7A, 4.7B, 4.9B, 4.10C, 4.11A, 4.11C, 4.12B
**Link to TEKS**

Content Unit Overview:
In this unit, students will examine and summarize who explored Texas and their motivations for their colonialization of North America and Texas. In addition, the students will study the early settlement areas, the significance of explorers and their accomplishments, and life in the missions. The students will identify and explain the economic motivations and impact of significant empresarios. Lastly, students will learn about where and why the Spanish established missions and explain what people did to make a living in the area where they settled.

At-Home Connection:

- Look at a map of early exploration routes and talk about why explorers came to Texas and what they hoped to find.
- Notice features of a mission (photos or models) and discuss what daily life might have been like for the people who lived and worked there.
- Talk about why empresarios brought settlers to Texas and how this helped communities grow.
- Choose a Texas settlement area and discuss what natural resources or land features made it a good place for people to live and work.

**Unit 4:** Revolution in Texas

**Essential Question:**

- What causes change?
- How do leaders shape a nation?
- How are our lives shaped by past events?

**Timeline:** 11/16 – 12/18
**Priority Standards:** 4.3A, 4.3B, 4.3C, 4.14A, 4.14B, 4.15A
**Link to TEKS**

Content Unit Overview:

In this unit students will analyze the causes including the Law of April 6, 1830 and Texas's grievances against Mexico. Students will then focus on how conflict leads to Revolution by learning about important events like the Battle of Gonzales and the Texas Declaration of Independence. From there, they will focus on key events such as the Battle of the Alamo, the Runaway Scrape, and the Battle of San Jacinto. In the last concept, students will focus on analyzing the Treaty of Velasco.
This unit will help students make connections as they learn about the causes and effects of the American Revolution in 5th grade.

At-Home Connection:

- Look at a simple timeline together and talk about why laws like the Law of April 6, 1830 created tension between Texas settlers and Mexico.
- Point out how small conflicts can grow into bigger ones, then relate that idea to events like the Battle of Gonzales or the Texas Declaration of Independence.
- Choose one major moment (the Alamo, Runaway Scrape, or San Jacinto) and discuss how it changed the direction of the Revolution.
- Have your child explain what the Treaty of Velasco was meant to accomplish and how it helped bring the conflict to an end.

**3rd 9 weeks**

**Assessments**

NWEA MAP Growth Math MOY (1/20)
NWEA MAP Growth Reading MOY (1/27)
NWEA MAP Growth Science MOY (2/3)

**Unit 5:** Republic of Texas

**Essential Question:**

- Why is it difficult to create a new country?
- What causes change?

**Timeline:** 1/6 – 1/27

**Priority Standards:** 4.3C, 4.3D, 4.3E, 4.13A, 4.13B
**Link to TEKS**

Content Unit Overview:

This unit is important because the Republic of Texas is a unique period in the history of our state and there are many relevant issues that can be applied to the present throughout this unit. In this unit, students will gain an understanding of how the Republic of Texas struggled with establishing a new government, debt, potential threat from Indians, threat from Mexico, and other issues including protecting the frontier. In the 2nd concept, students will learn about how annexation was the ultimate solution to many of the problems Texas faced as an independent republic. This will lead directly into the next unit about new challenges for Texas.

At-Home Connection:

- Talk about why running a brand-new country was difficult by looking at issues like debt, frontier protection, or conflicts with Mexico and American Indian groups.
- Point out something modern (like state government buildings or laws) and connect it to how the Republic of Texas had to create its own systems from scratch.
- Have your child explain why joining the United States helped solve many problems the Republic faced.
- Choose one issue from the Republic era and talk about how it led directly into the new challenges Texas faced after annexation.

**Unit 6:** New Challenges for Texas

**Essential Question:**

- What is the impact of war?
- How does war affect society?
- What are the outcomes of war?

**Timeline:** 1/28 - 2/26
**Priority Standards:** 4.3E, 4.4A, 4.14D, 4.18A
**Link to TEKS**

Content Unit Overview:

This unit is important because it introduces students to two major events during the 1800s – the Mexican American War and the Civil War. In the 1st concept, students will learn about the role of Annexation in leading the U.S. Mexican War and about the impact of the war. Then, students will learn about the Civil War. The emphasis in that concept is how the Civil War impacted Texas. In the last concept, students will learn about Reconstruction. As part of this concept, students will learn about the origins and significance of Juneteenth. This unit will help students better understand Westward Expansion and the Civil War when they are in 5th grade, and, in turn, understand how those events shaped the country we live in today.

At-Home Connection:

- Look at a simple map showing Texas before and after annexation and notice how joining the U.S. created new tensions with Mexico.
- Notice how the Civil War affected Texas by looking at examples like changes in trade, battles fought in the state, or how daily life shifted.
- Look at a Juneteenth celebration photo or symbol and connect it to the goals of Reconstruction and the end of slavery in Texas.

- Ask your child how learning about these events now will help them understand Westward Expansion and the Civil War more deeply in 5th grade.

**Unit 7:** Growth and Change in Texas

**Essential Question:**

- What impact does economic growth have?
- How does improved transportation change our lives?
- What is the impact of new discoveries?

**Timeline:** 3/1 – 4/2 (4 days in GP3 and 14 days in GP4)
**Priority Standards:** 4.4B, 4.4C, 4.4D, 4.5B, 4.9A, 4.10A, 4.10B, 4.10C, 4.11C, 4.11D
**Link to TEKS**

Content Unit Overview:

This unit is important because it focuses on a time period in our history that shaped the state we live in today. Students will explore, identify, summarize, and analyze how the cattle industry, railroads, and the discovery of oil affected the economy and growth of Texas. In 5th grade, students will build on what they learned in this unit by focusing on how the nation was changing during this same time period.

At-Home Connection:

- Look at a map of famous Texas cattle trails and notice how long-distance cattle drives helped towns and the state economy grow.
- Notice how railroads connected different parts of Texas by looking at old and modern maps, and connect that to how communities expanded.
- Look at early oil boom photos and talk about how discovering oil transformed jobs, towns, and transportation in Texas.
- Ask your child how cattle, railroads, and oil each helped Texas grow and why these changes matter for understanding later U.S. history in 5th grade.

**4th 9 Weeks**

**Assessments**

STAAR RLA (4/12-4/14)
STAAR Math (4/26-4/28)
NWEA MAP Growth Math EOY (5/5)
NWEA MAP Growth Reading EOY (5/11)
NWEA MAP Growth Science EOY (5/20)
Social Studies DLA 2 (5/10 – 5/21)

**Unit 8:** Good Times and Hard Times in Texas

**Essential Question:**

- What impact does economic growth have?
- What impact does an economic crisis have?
- How does war affect society?

**Timeline:** 4/5 – 4/29
**Priority Standards:** 4.5A, 4.5B, 4.10B, 4.11D, 4.17B
**Link to TEKS**

Content Unit Overview:

This unit is important because it covers important events in the past century that were instrumental in shaping the world we live in today. Students will discover how the economy can affect the way people live. Economic growth such as what occurred during the early 1900's brought about great change for other Texas industries resulting in more jobs, inventions and innovations, and a trend towards the urbanization of Texas that continues today. Soon thereafter, the Great Depression occurred. Students will also explore how this affected the lives of Texans. In the last concept, students will learn about how World War II affected life in Texas. This unit will form the foundation for understanding important events in the 20th Century that will be further studied in 5th grade.

At-Home Connection:

- Look at photos or charts showing Texas cities in the early 1900s and notice how new inventions, jobs, and industries helped towns grow and become more urban.
- Notice how life changed for Texans during the Great Depression by comparing everyday items or prices from then and now.
- Look at images of Texas military bases, factories, or wartime posters and connect them to how World War II affected work and daily life in the state.
- Ask your child how learning about economic growth, the Great Depression, and WWII helps them understand major events they'll study more deeply in 5th grade.

**Unit 9:** Texas Today

**Essential Question:**

- Why are good citizens important to the success of our state?
- What economic activities help communities?

**Timeline:** 5/3 – 5/27
**Priority Standards:** 4.10A, 4.10B, 4.11A, 4.11B, 4.11C, 4.11D, 4.13B, 4.15B, 4.15C, 4.15D, 4.15E, 4.15F, 4.16A, 4.16B, 4.18A, 4.18B
**Link to TEKS**

Content Unit Overview:

This unit is important because it gives students an overview of our state today and prepares students to be informed and engaged citizens. Students will learn about ways individuals can participate voluntarily. In addition, they will learn about their representatives at all three levels of government and explain how they can contact them. Then, students will learn about economic activities in our state, the free enterprise system, and important innovations and inventions that have benefited our state. In 5th grade, students will use the knowledge of government, economics, and citizenship they gained in 4th grade and apply it to a focus on our country rather than our state.

At-Home Connection:

- Look at examples of ways people volunteer or participate in their communities (like voting, helping at events, or joining local groups) and notice how individuals can make a difference.
- Look at a simple chart or website showing local, state, and national representatives and notice how each level of government helps Texans in different ways.
- Look at a Texas-made invention or business and connect it to how the free enterprise system encourages new ideas and economic growth.
- Ask your child how learning about Texas government, economics, and citizenship this year will help them understand how our country works when they study the United States in 5th grade.