



COPPELL ISD SOCIAL STUDIES YEAR AT A GLANCE

**SOCIAL STUDIES - 4TH GRADE TEXAS
HISTORY**

**4TH
GRADE**

6 UNITS

Program Transfer Goals

- Evaluate information and issues in order to critically appraise historical and contemporary claims and/or decisions.
- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.
- Investigate places and regions and the connections among them.
- Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.
- Participate actively and effectively as a citizen of a democracy, living as part of a global community, by understanding the impact of economic factors, staying informed, and applying sound decision-making.

PACING

First Nine Weeks		Second Nine Weeks		Third Nine Weeks		Fourth Nine Weeks	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6		

Assurances for a Guaranteed and Viable Curriculum

Adherence to this scope and sequence affords every member of the learning community clarity on the knowledge and skills on which each learner should demonstrate proficiency. In order to deliver a guaranteed and viable curriculum, our team commits to and ensures the following understandings:

Shared Accountability: Responding to the Needs of All Learners

- High levels of learning for all students.
- The district and course formative assessments aligned to the standards for this course support educators and learners in monitoring academic achievement and leveraging interventions.

Shared Understanding: Curriculum Design

- The district curriculum design weaves together the elements of content, skills and assessments in order to adhere to curriculum design at the macro and micro level, ensuring vertical alignment.
- The district curriculum incorporates standards, scope and sequence, enduring understandings, essential questions, performance assessments, and recommended resources.

Interdependence: Curriculum Units

Members of the learning community utilize the curriculum units, plan collaboratively, and reflect on results for continuous improvement.

UNIT 1: REGIONS AND NATIVE AMERICANS

TIMELINE: 6 WEEKS - 1ST NINE WEEKS

Unit Summary: This unit introduces the major geographic features of Texas and the relationship between people and their environment, with a special focus on American Indians.

Transfer Goal:

- Investigate the four regions of TX and how it affected Native Americans and still affects human activity.

Students will know...

- the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration.
- patterns of human activity influenced the political, population, and economic regions of Texas and the United States.
- the characteristics geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation.

Students will be skilled at...

- using geographic tools to collect, analyze, and interpret data.
- applying geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.
- comparing and contrasting

UNIT 2: EUROPEANS AND SETTLEMENT

TIMELINE: 7 WEEKS - 1ST AND 2ND NINE WEEKS

Unit Summary: This unit introduces the major geographic features of Texas and the relationship between people and their environment, with a special focus on American Indians.

Transfer Goal:

- Analyze events, patterns, and perspectives of early Texas exploration and colonization

Students will know...

- Texas' role in the Mexican War of Independence
- the impact of the Mexican War of Independence on the development of Texas
- the accomplishments of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas
- the causes and effects of European exploration and colonization of Texas and North America
- the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas
- the motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion

Students will be skilled at...

- 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;

UNIT 3: TEXAS REVOLUTION

TIMELINE: 7 WEEKS - 2ND AND 3RD NINE WEEKS

Unit Summary: This unit addresses the reasons Texas fought for independence.

Transfer Goal:

- Evaluate the causes and effects and important battles of influential people of the Texas Revolution in order to appraise historical claims and decisions

Students will know...

- the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States
- 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

Students will be skilled at...

- 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;

UNIT 4: THE REPUBLIC OF TEXAS, ROAD TO ANNEXATION, AND TEXAS GOVERNMENT

TIMELINE: 6 WEEKS - 3RD NINE WEEKS

Unit Summary: This unit will have learners explore the establishment of Texas as a Constitutional Republic government.

Transfer Goal:

- Understand the impact of Texas annexation, early settlement, and three branches of government in order to understand importance of participation of a citizen of a democracy, staying formed, and applying sound decision-making

Students will know...

- the purposes of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty
- the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States
- important ideas in historical documents of Texas and the United States
- the importance of effective leadership in a constitutional republic
- explaining the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War

Students will be skilled at...

- 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;

UNIT 5: GROWTH AND CHANGES

TIMELINE: 5 WEEKS - 3RD AND 4TH NINE WEEKS

Unit Summary: This unit will focus on the development of Texas during the 20th century.

Transfer Goal:

- Examine the impact of the civil war, Texas reconstruction (and railroad patterns), and economic changes to gain insight into people and their impact on their surroundings

Students will know...

- the impact of various issues and events on life in Texas (such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II)
- the development of the free enterprise system in Texas

Students will be skilled at...

- 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;

UNIT 6: CITIZENS OF TEXAS

TIMELINE: 6 WEEKS - 4TH NINE WEEKS

Unit Summary: This unit will focus on important individuals in the state of Texas that have held leadership positions.

Transfer Goal:

- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.

Students will know...

- the importance of effective leadership in a constitutional republic.

Students will be skilled at...

- using social studies terminology correctly.
- incorporating main and supporting ideas in verbal and written communication.
- express ideas orally based on research and experiences.
- creating written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.