

# Social Studies, Grade 4

**Time on Task:** 3¾ hours per week

## Course Philosophy

In history/social studies the student will acknowledge that mankind began with a grand design from God the creator preserving man’s beginning and purpose through His word allowing His truths to be passed on to generations to complete His purpose on Earth.

## Course Description

In Grade 4, students examine the history of Texas from the early beginnings to the present within the context of influences of the Western Hemisphere. Historical content focuses on Texas history including the Texas revolution, establishment of the Republic of Texas, and subsequent annexation to the United States. Students discuss important issues, events, and individuals of the 19<sup>th</sup> and 20<sup>th</sup> centuries. Students conduct a thorough study of regions in Texas and the Western Hemisphere that result from human activity and from physical features. A focus on the location, distribution, and patterns of economic activities and of settlement in Texas further enhances the concept of regions. Students describe how early Native Americans in Texas and the Western Hemisphere met their basic economic needs and identify economic motivations for European exploration and colonization and reasons for the establishment of Spanish missions. Students explain how Native Americans governed themselves and identify characteristics of Spanish and Mexican colonial governments in Texas. Students recite and explain the meaning of the Pledge to the Texas Flag. Students identify the contributions of people of various racial, ethnic, and religious groups to Texas and describe the impact of science and technology on life in the state. Students use critical-thinking skills to identify cause-and-effect relationships, compare and contrast, and make generalizations and predictions.

<b>Goals and Objectives</b>	<b>Scope and Sequence</b>	<b>Spiritual Goals</b>
<p><b>Texas Essential Knowledge and Skills (TEKS)</b></p> <p><b>§113.6. Social Studies, Grade 4.</b></p> <p><b>(a) Introduction.</b></p> <p>(1) In Grade 4, students examine the history of Texas from the early beginnings to the present within the context of influences of the Western Hemisphere. Historical content focuses on Texas history including the Texas revolution, establishment of the Republic of Texas, and subsequent annexation to the United States. Students discuss important issues, events, and individuals of the 19<sup>th</sup> and 20<sup>th</sup> centuries. Students conduct a thorough study of regions in Texas and the Western Hemisphere that result from human activity and from physical features. A focus on the location, distribution, and patterns of economic activities and of settlement in Texas further enhances</p>	<ul style="list-style-type: none"><li>• Texas: Its Land, People, and Neighbors</li><li>• Settling the Western Hemisphere<ul style="list-style-type: none"><li>○ People in the Western Hemisphere</li><li>○ Europeans Come to the Americas</li></ul></li><li>• From Revolution to Statehood<ul style="list-style-type: none"><li>○ The Fight for Independence</li><li>○ The Journey to Statehood</li></ul></li><li>• Challenge and</li></ul>	<p><b>God’s intended purpose for history/social studies:</b></p> <ol style="list-style-type: none"><li>1. To understand that God has directed that written records be kept. (Daniel 12:4, 8, 9)</li><li>2. To recognize that God expects us to learn from a knowledge of our past behavior. (Psalm 78)</li><li>3. To show that giving thanks to the Creator is important. (Psalm 92:1)</li><li>4. To show students that God has purpose in what He does. (Deuteronomy 7:7, 8)</li><li>5. To show that God leads social groups, leaders, and families when</li></ol>

<p>the concept of regions. Students describe how early Native Americans in Texas and the Western Hemisphere met their basic economic needs and identify economic motivations for European exploration and colonization and reasons for the establishment of Spanish missions. Students explain how Native Americans governed themselves and identify characteristics of Spanish and Mexican colonial governments in Texas. Students recite and explain the meaning of the Pledge to the Texas Flag. Students identify the contributions of people of various racial, ethnic, and religious groups to Texas and describe the impact of science and technology on life in the state. Students use critical-thinking skills to identify cause-and-effect relationships, compare and contrast, and make generalizations and predictions.</p> <p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies; novels; speeches and letters; and poetry, songs, and artworks is encouraged. Selections may include a children's biography of Stephen F. Austin. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.</p> <p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes with the history and geography strands establishing a sense of time and a sense of place. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.</p> <p>(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and</p>	<p>Opportunity</p> <ul style="list-style-type: none"> <li>○ Civil War and Reconstruction</li> <li>○ New Growth, New Challenges</li> <li>• The 20<sup>th</sup> Century <ul style="list-style-type: none"> <li>○ A Time of Change</li> <li>○ Economic Growth</li> <li>○ Government and You</li> </ul> </li> <li>• Texas in the 21<sup>st</sup> Century <ul style="list-style-type: none"> <li>○ Our Special State</li> <li>○ Texas, the Western Hemisphere, and the World</li> </ul> </li> </ul> <p><b>Correlation with TEKS</b>  <u><b>Texas, Our Texas</b></u>  Macmillan/McGraw-Hill  Student ISBN  0-02-149266-2  Teacher ISBN  0-02-149276-X</p>	<p>they look to Him for guidance. (I Samuel 23:2)</p> <ol style="list-style-type: none"> <li>6. To recognize that God wants us to learn history. (Deuteronomy 1:1-4:2; Joshua 24:1-13)</li> <li>7. To recognize all believers are a part of God's plan. (Ephesians 2:20; Romans 6:13)</li> <li>8. To understand God controls the rise and fall of empires and nations and leaders. (Proverbs 8:15, 16; Romans 13:1)</li> <li>9. To gain an awareness and appreciation of Christ-like qualities in men and women who influenced American history so that students will emulate those qualities. (John 1:12; Ephesians 1:4-6)</li> <li>10. To recognize the importance of praying for our government leaders to look to God for guidance. (Jeremiah 29:7; I Timothy 2:1-3)</li> <li>11. To understand God is interested in all nations and in persons from those nations. (Psalm 96:1-10; Mark 16:15)</li> <li>12. To recognize god is responsible for the contour of the earth. (Nehemiah 9:6; Job 28:9-11)</li> <li>13. To appreciate that God gave land to all tribes and nations and is concerned about boundaries. (Numbers 34:1-28; Acts 17:26)</li> </ol> <p><b>Biblical Integration Truth Statements</b></p> <ol style="list-style-type: none"> <li>1. <i>What is prime reality, the really</i></li> </ol>
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<p>nation as referenced in the Texas Education Code, §28.002(h).</p> <p><b>(b) Knowledge and skills.</b></p> <p><b>(1) History.</b> The student understands the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European exploration.  <i>The student is expected to:</i></p> <p>(A) identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived; and</p> <p>(B) compare the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration.</p> <p><b>(2) History.</b> The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere.  <i>The student is expected to:</i></p> <p>(A) summarize reasons for European exploration and settlement of Texas and the Western Hemisphere;</p> <p>(B) 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;</p> <p>(C) explain when, where, and why the Spanish established Catholic missions in Texas;</p> <p>(D) 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; and</p> <p>(E) identify the impact of Mexico's independence from Spain on the events in Texas.</p> <p><b>(3) History.</b> The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States.  <i>The student is expected to:</i></p> <p>(A) analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto;</p>	<p>pp. A8, A9, 42E, 45-47, 50-53, 58-61, 63-75, 78-79, 83, 85-87, 90-93, 110, 113, 362</p> <p>pp. 47, 50-51, 58-7, 778, 82-83, 87, 90, 113, 364</p> <p>pp. 18-19, 80-94, 96-97, 99-101, 105-113, 128, 152, 153, 362, 367</p> <p>pp. A8, 42F, 65, 81, 83-85, 87, 89-99, 109-111, 113</p> <p>pp. A8, 100-105, 110-112, 119, 121, 139-141, 367</p> <p>pp. A8, 114E, 117, 119-120, 122-125, 127, 133, 135, 137, 154, 155, 160, 191</p> <p>pp. 126-127, 132, 135, 153</p> <p>pp. A8, 38, 114E, 114,-121, 133-143, 146-149, 154-155, 158, 169, 213, 325</p>	<p><i>real?</i></p> <p>God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p> <p>a. God designed, created, and sustains His creation. (Genesis 1:1-31)</p> <p>b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)</p> <p>c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)</p> <p>d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)</p> <p>e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)</p> <p><b>2. What is the nature of external reality, that is, the world around us?</b></p> <p>a. God is the source of everything and created the universe out of nothing. (Genesis 1:1)</p> <p>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</p> <p>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</p> <p>d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1)</p> <p><b>3. What is a human being?</b></p> <p>a. God created humans to know Him intimately and to have a</p>
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<p>(B) describe the successes and problems of the Republic of Texas;</p> <p>(C) explain the events that led to the annexation of Texas to the United States;</p> <p>(D) explain the impact of the Mexican War on Texas; and</p> <p>(E) identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, and Anson Jones.</p> <p><b>(4) History.</b> The student understands the political, economic, and social changes in Texas during the last half of the 19th century. <i>The student is expected to:</i></p> <p>(A) describe the impact of the Civil War and Reconstruction on Texas;</p> <p>(B) explain the growth and development of the cattle and oil industries;</p> <p>(C) identify the impact of railroads on life in Texas, including changes to cities and major industries; and</p> <p>(D) describe the effects of political, economic, and social changes on Native Americans in Texas.</p> <p><b>(5) History.</b> The student understands important issues, events, and individuals of the 20th century in Texas. <i>The student is expected to:</i></p> <p>(A) 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; and</p> <p>(B) identify the accomplishments of notable individuals such as Henry Cisneros, Miriam A. Ferguson, Audie Murphy, Cleto Rodríguez, and John Tower.</p> <p><b>(6) Geography.</b> The student uses geographic tools to collect, analyze, and interpret data.</p>	<p>pp. 158, 159-163, 190, 213</p> <p>pp. A9, 162, 166-169, 171, 190, 213</p> <p>pp. 156, 175-176, 178-179, 189</p> <p>pp. A8, 114E, 117, 133-134, 137, 143, 146-149, 158-163, 166, 168-169, 171, 212, 229, 325</p> <p>pp. 192E, 192F, 192, 196-199, 208, 212-219, 222-227, 232-233, 260-261, 288</p> <p>196, 234-238, 240-241, 245, 249, 259, 261-264, 266, 268-273, 275, 294-295, 307, 312, 319, 321, 402, 407-408</p> <p>pp. 196, 234-235, 246-251, 258-260</p> <p>pp. 74, 160-163, 196, 201, 234-235, 251-258, 288, 293</p> <p>pp. 216, 262E, 263-266, 270-273, 275-277, 286-288, 290, 292, 297, 307-308, 310-312, 317, 320-322, 386-387, 390, 392-393, 408, 414</p> <p>pp. A9, 207, 216, 247, 262F, 285, 289, 292-293, 309, 313, 343, 358, 369, 370-373, 376-384</p>	<p>loving relationship with Him. (Psalm 100:3)</p> <p>b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</p> <p>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</p> <p>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</p> <p>e. Sin is rebellion against God's wishes and ways and this destroys our relationship with God. (Romans 8:7-8)</p> <p>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p><b>4. What happens to a person at death?</b></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p>
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<p><i>The student is expected to:</i></p> <p>(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</p> <p>(B) translate geographic data into a variety of formats such as raw data to graphs and maps.</p> <p><b>(7) Geography.</b> The student understands the concept of regions.</p> <p><i>The student is expected to:</i></p> <p>(A) 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;</p> <p>(B) describe a variety of regions in Texas and the Western Hemisphere such as landform, climate, and vegetation regions that result from physical characteristics; and</p> <p>(C) compare the regions of Texas with regions of the United States and other parts of the world.</p> <p><b>(8) Geography.</b> The student understands the location and patterns of settlement and the geographic factors that influence where people live.</p> <p><i>The student is expected to:</i></p>	<p>pp. A10, H13, H14, H15, H16, H17, H18, 4-7, 9-13, 22-23, 28-37, 40, 42E, 53-57, 59, 65, 87, 91, 97, 103, 108, 123, 127, 137, 147, 163, 167, 171, 177-178, 180-181, 187, 190-191, 205, 211, 213, 220-221, 232, 238, 248, 260, 272, 296-297, 311, 318, 321, 324, 329, 346-347, 374-375, 384-385, 387-388, 391, 393, 411, 413-414, R4, R5, R6, R7, R8, R9, R10, R12, R13, R14, R16, R17, R18, R19, R20, R21, R22</p> <p>pp. H16, 13, 22, 36, 54, 57, 71, 87, 91, 173, 175, 177, 179, 180-181, 262E, 272, 313, 318, 321, 351, 369, 374-375, 389-399, 411, 413, R17</p> <p>pp. H16, 22-25, 29-33, 35, 41, 65-66, 71-72, 75, 79, 101, 103, 184-186, 270, 311, 388, 390-393, 399, 412-415</p> <p>H17, 2-10, 12-13, 15, 22-25, 28-35, 37, 40-41, 60, 71-72, 74, 78, 93, 95, 133, 262, 311, 318, 370, 373, 377, 381, 392, R18, R20</p> <p>pp. 4, 6-9, 22-25, 28-29, 390, 395, R20</p>	<p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p><b>5. <i>Why is it possible to know anything at all?</i></b></p> <p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p> <p>b. God's own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the</p>
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<p>(A) identify clusters of settlement in Texas and explain their distribution;</p> <p>(B) explain patterns of settlement at different time periods in Texas;</p> <p>(C) describe the location of cities in Texas and explain their distribution, past and present; and</p> <p>(D) explain the geographic factors that influence patterns of settlement and the distribution of population in Texas, past and present.</p> <p><b>(9) Geography.</b> The student understands how people adapt to and modify their environment. <b>The student is expected to:</b></p> <p>(A) describe ways people have adapted to and modified their environment in Texas, past and present;</p> <p>(B) 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; and</p> <p>(C) analyze the consequences of human modification of the environment in Texas, past and present.</p> <p><b>(10) Economics.</b> The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere. <i>The student is expected to:</i></p> <p>(A) explain the economic patterns of various early Native-American groups in Texas and the Western Hemisphere; and</p> <p>(B) explain the economic patterns of early European immigrants to Texas and the Western Hemisphere.</p>	<p>pp. 29, 33, 47, 65-66, 69, 71-72, 75, 78, 101, 103-105, 121, 126, 183-184, 186-187, 262, 269-270, 311</p> <p>pp. 52-53, 65-66, 71, 75, 78, 101, 103-105, 126, 182-184, 186, 269-270, 317, 388-391, 393</p> <p>pp. 15, 29, 31-35, 57, 103, 105, 126, 129, 159, 311, 355</p> <p>pp. 8, 29, 31, 33, 35, 52, 65-66, 71-72, 75, 78, 103, 105, 187, 270, 297, 311, 390-393, 396-397</p> <p>pp. A11, H10, 14-15, 32-33, 52, 64-66, 69-73, 75, 78-79, 130, 185, 187, 241, 262, 269-273, 275, 297, 317</p> <p>pp. A11, 14, 17, 32, 52, 64-67, 69-73, 75, 78-79, 130, 183, 185, 187, 241, 262, 269-272, 297, 312, 317, 394-395</p> <p>pp. A11, 14-16, 29, 32, 52, 69, 72, 130, 241, 27-273, 297, 312-313, 317, 338-339, 371, 394-395, 408</p> <p>pp. 46-47, 58, 60, 62-63, 65-67, 72</p> <p>pp. 84, 85, 94-97, 100-103, 106-109, 123, 129-131, 184-</p>	<p>universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</p> <ul style="list-style-type: none"> <li>➤ The Bible is internally consistent and unified in its principles and claims.</li> <li>➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold.</li> <li>➤ It is relevant to all the cultures of the world</li> </ul> <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p><b>6. <i>How do we know what is right and wrong?</i></b></p> <ul style="list-style-type: none"> <li>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)</li> <li>b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</li> </ul>
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<p><b>(11) Economics.</b> The student understands the reasons for exploration and colonization.  <i>The student is expected to:</i></p> <p>(A) identify the economic motivations for European exploration and settlement in Texas and the Western Hemisphere; and</p> <p>(B) identify the economic motivations for Anglo-American colonization in Texas.</p> <p><b>(12) Economics.</b> The student understands the characteristics and benefits of the free enterprise system in Texas.  <i>The student is expected to:</i></p> <p>(A) describe the development of the free enterprise system in Texas;</p> <p>(B) describe how the free enterprise system works in Texas; and</p> <p>(C) give examples of the benefits of the free enterprise system in Texas.</p> <p><b>(13) Economics.</b> The student understands patterns of work and economic activities in Texas.  <i>The student is expected to:</i></p> <p>(A) explain how people in different regions of Texas earn their living, past and present;</p> <p>(B) explain how geographic factors have influenced the location of economic activities in Texas;</p> <p>(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of Texas;</p> <p>(D) describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;</p> <p>(E) explain how developments in transportation and communication have influenced economic activities in</p>	<p>185</p> <p>pp. 19, 80-82, 84-91, 94-98, 101, 103, 105-106, 108-113, 123-124, 129-130, 152-153, 155, 183-184, 187, 195</p> <p>pp. 123-124, 126-127, 129-130, 153, 183, 187</p> <p>pp. 237-239, 241, 262E, 264, 262-275, 299, 300, 304, 323</p> <p>pp. A12, 299-310, 312-313, 322, 410, 416-417</p> <p>pp. A12, 299, 301-302, 305, 309, 313, 416-417</p> <p>pp. 29-33, 101, 114F, 130, 154, 185, 187, 205-207, 226-227, 237, 241, 268, 270, 272-273, 284, 286-287, 310-313, 393</p> <p>pp. 6, 23, 29-31, 33, 185, 205, 207, 234, 237, 262, 270, 273, 307, 311, 392-393, 401, 403, 408, 410</p> <p>pp. 123-124, 126, 129-130, 182, 184-186, 248, 311, 317, 391, 393, 402, 414</p> <p>pp. 300, 306, 308, 317-318, 321, 414</p> <p>pp. 129, 183, 187, 235, 246-251, 259, 266-267, 271-273,</p>	<p>c. As a result of sin, morally, we have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7)</p> <p>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)</p> <ul style="list-style-type: none"> <li>➤ He has dictated absolute moral truth to us.</li> <li>➤ Every truth must conform to Biblical principles.</li> <li>➤ Every choice must reflect God’s moral truth.</li> <li>➤ We must promote, defend, and teach these truths to others.</li> </ul> <p>7. <b><i>What is the meaning of human history?</i></b></p> <p>a. History is a meaningful sequence of events leading to the fulfillment of God’s purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of</p>
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<p>The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) 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;</li> <li>(B) sing or recite Texas, Our Texas;</li> <li>(C) recite and explain the meaning of the Pledge to the Texas Flag; and</li> <li>(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.</li> </ul> <p><b>(18) Citizenship.</b> The student understands the importance of voluntary individual participation in the democratic process. <i>The student is expected to:</i></p> <ul style="list-style-type: none"> <li>(A) explain how individuals can participate voluntarily in civic affairs at state and local levels;</li> <li>(B) explain the role of the individual in state and local elections;</li> <li>(C) identify the importance of historical figures such as Sam Houston, Barbara Jordan, and Lorenzo de Zavala who modeled active participation in the democratic process; and</li> <li>(D) explain how to contact elected and appointed leaders in state and local governments.</li> </ul> <p><b>(19) Citizenship.</b> The student understands the importance of effective leadership in a democratic society. <i>The student is expected to:</i></p> <ul style="list-style-type: none"> <li>(A) 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; and</li> <li>(B) identify leadership qualities of state and local leaders, past and present.</li> </ul>	<p>pp. A14, A15, 38-39, 100-105, 114F, 138-139, 146-148, 159, 162, 170, 325, 332-333 pp. 38-39 pp. A7, 20</p> <p>pp. 142, 157, 188, 192FF, 192-195, 218-219, 223, 257, 363, 365</p> <p>pp. A3, A14, 27, 73, 77, 164-165, 242-243, 250, 278, 281, 293, 304, 313, 324-325, 327, 328-329, 333, 336-339, 345, 350-352, 370, 395 pp. A2, A14, 26, 327-329, 334-335, 337, 344-345, 350-352, 404 pp. A9, A14, 114E, 133-134, 137, 139, 146-149, 160, 162-163, 171, 210, 212, 251, 262F, 287, 291, 293, 336-337, 3343, 350 pp. 77, 329, 333-334, 336</p> <p>pp. 250-251, 262F, 285, 289-293, 295, 308, 326-327, 329-330, 332-337, 342-344, 350, 352-353, 371 pp. 114E, 117, 127, 137, 146-149, 160, 171, 250, 254,</p>	
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<p><b>(20) Culture.</b> The student understands the contributions of people of various racial, ethnic, and religious groups to Texas.  <i>The student is expected to:</i></p> <p>(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas;</p> <p>(B) identify customs, celebrations, and traditions of various culture groups in Texas; and</p> <p>(C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas.</p> <p><b>(21) Science, technology, and society.</b> The student understands the impact of science and technology on life in Texas.  <i>The student is expected to:</i></p> <p>(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, and Patillo Higgins and their contributions;</p> <p>(B) describe how scientific discoveries and technological innovations have benefited individuals, businesses, and society in Texas; and</p> <p>(C) predict how future scientific discoveries and technological innovations might affect life in Texas.</p> <p><b>(22) Social studies skills.</b> The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.  <i>The student is expected to:</i></p> <p>(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews;</p>	<p>304, 330-331, 334, 336, 344-345</p> <p>pp. 18-21, 64, 68, 70, 73-75, 102, 104, 133, 205, 255, 290-291, 363-377, 380</p> <p>pp. 18, 20-21, 41, 42E, 42-45, 68-69, 74-75, 114F, 1331, 160, 203, 205, 218-219, 233, 255, 354E, 354F, 354-357, 360-367, 379, 380, 384-385, 419</p> <p>pp. 18, 72, 102-105, 114E, 117, 169, 185-187, 203-205, 239, 254, 257-258, 290, 292-293, 304, 309, 330, 336, 360, 365, 367, 379, 380</p> <p>pp. A9, 202, 229, 237, 241, 258, 262F, 262, 267-271, 275-276, 279, 280, 309</p> <p>pp. A16, 57, 84, 136, 202, 248-249, 263-264, 266-267, 269, 272-273, 277, 279-281, 306, 307-308, 312, 317, 319-322, 392, 406, 407-408, 410</p> <p>pp. 307, 321, 323, 406-409, 411</p> <p>pp. 3, 18-19, 25, 41, 42F, 47-48, 51, 53, 67, 76, 78, 85, 90,</p>	
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<p>biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;</p> <p>(B) 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;</p> <p>(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p>	<p>93-94, 97, 102, 112, 114E, 130, 138, 142-143, 145, 151, 159-162, 176, 179, 181, 183, 185, 190, 192E, 193, 195, 199-204, 208, 211E, 217, 223-224, 229, 239-241, 248, 252, 254-255, 263, 276, 283, 288-291, 304, 309, 313-315, 319 321-323, 328, 332, 334, 336-337, 339, 343-344, 352, 364, 366, 371, 373, 377, 379, 382-383m 385, 392, 396-397, 408-410, 415-419</p> <p>pp. A2, A3, A7, A8, A9, A10, A11, A12, A13, A14, A16, H1, H2, H4, H5, h6, H7, H8, H9, H10, H11, H12, H14, H15, H16, H17, H18, 2, 4, 5-9, 11-25, 27, 28, 30-35, 37, 39, 42F, 42, 46-70, 72-78, 80-91, 93-98, 100-110, 112, 144E, 114F, 114, 116, 120-133, 135-140, 142-143, 1454-153, 156-161, 163-167, 169, 171-177, 181-187, 192E, 192, 194, 198-232, 234-254, 256-258, 260, 262F, 262-264, 266-294, 296-316, 319-345, 347-349, 351-352, 354E, 358, 360-362, 364-373, 375-383, 386, 388-394, 397-418, R15</p> <p>pp. A6, A8, A9, A10, H1, H2, H3, H5, H6, H7, H11, H12, H13, H14, H15, H16, H17, H18, 2-7, 9-14, 16-17, 20, 22-23, 25-26. 28-37, 39-40, 42E, 42F, 45-50, 53-59,</p>	
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<p>the participants in an event; and</p> <p>(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> <p><b>(23) Social studies skills.</b> The student communicates in written, oral, and visual forms.  <i>The student is expected to:</i></p> <p>(A) use social studies terminology correctly;</p>	<p>114E, 114F, 162, 173, 256, 382-384, 402, 418</p> <p>pp. 10-12, 19, 53, 56-57, 59, 61, 76, 78, 87, 91, 96, 98-99, 107, 110, 112, 126, 129, 155, 163, 169-173, 177, 181, 188, 202, 211, 220-221, 226, 238, 247, 249, 271, 275, 292, 295, 302-303, 309, 319, 323, 333, 337, 341, 349, 354F, 364, 367, 374-375, 387, 389-391, 393, 417-418, R12, R16</p> <p>pp. A5, H7, H8, H9, H10, H11, H13, H16, 4, 6-10, 12-16, 18, 20-22, 26-28, 30, 32, 34-37, 39, 40, 48-51, 53-56, 58-60, 62-64, 66, 68-72, 74-75, 78, 82, 84-88, 90-91, 94, 97-98, 100-102, 105-107, 109-110, 112, 122-124, 126-128, 131-138, 142-144, 146, 149-150, 153-154, 158-160, 162-163, 165-167, 169, 171-172, 174, 178, 180, 182-183, 185-188, 190, 194, 200-201, 205-206 208-217, 219-220, 222-232, 236, 239, 241, 243-244, 246, 250-253, 257-258, 260, 262-263, 268-270, 272-274, 276-277, 279, 281-284, 286-290, 293-294, 298-301, 305-306, 310, 313-318, 321-322, 326-327, 329-335, 337, 340-342, 345, 350, 352, 354F, 354, 356, 362-363,</p>	
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<p>(B) incorporate main and supporting ideas in verbal and written communication;</p> <p>(C) express ideas orally based on research and experiences;</p> <p>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p>	<p>368, 370, 373-374, 376-379, 381-382, 384, 388-389, 393, 396, 398-399, 401, 403-404, 406, 411-412, 415-416, 418 pp. A5, 16-17, 25, 42F, 48, 58, 66, 78, 80, 104, 114F, 117, 120, 131-132, 142, 146, 148-149, 153-154, 182, 188, 192E, 198, 200, 206, 207, 214, 230, 271, 282, 306, 340, 388, 395, 398, 406, 411-412 pp. A2, A3, A4, A7, A15, A16, H3, H5, H6, H8, H9, H10, H14, H15, 2-4, 10, 14, 16, 20, 22, 26, 28, 30, 34, 36, 37-39, 41, 42E, 42F, 49, 62, 80, 83, 86-87, 93-94, 99, 101-102, 105, 108, 115, 118, 1131, 139, 141-143, 147-148, 151, 161, 163, 165, 173, 179-180, 184, 189, 192E, 192F, 192, 195, 198-203, 208-211, 213-214, 223-225, 227, 229, 231, 234-237, 239-240, 243, 247, 250, 253-255, 257, 262E, 263, 266, 269, 274, 277, 283, 286, 289, 290, 293, 296, 300-301, 305, 309, 311, 324, 326, 328, 330-331, 335, 346, 352, 354, 360-362, 365, 368-370, 372-374, 376-380, 382-383, 385-386, 388-389, 391-399, 4403, 406, 408-409, 413, 415, 419, R21 pp. A4, A5, A6, H3, H5, H6, H7, H9, H10, H11, H13, H15, H16, 3-5, 7, 9-18, 20-22, 24-27, 30-31, 36-38, 40-</p>	
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<p>(E) use standard grammar, spelling, sentence structure, and punctuation.</p> <p><b>(24) Social studies skills.</b> The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.  <i>The student is expected to:</i></p> <p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a</p>	<p>41, 42E, 42F, 43, 47-48, 52-54, 58, 64-65, 67, 70-72, 75-79, 81-83, 86, 88, 90-91, 93-96, 100-103, 105-109, 111, 114E, 114F, 115, 117, 121-122, 125, 127-129, 131-134, 136-139, 142-144, 146-147, 149-155, 157-160, 162-166, 168, 171-157, 177-187, 189, 1292E, 192F, 193, 195, 199-209, 211, 213-217, 219-220, 222-233, 235-237, 239-248, 251-255, 257-261, 262E, 262F, 263, 267-269, 271-277, 281-284, 287-290, 292-295, 297-300, 303-311, 313-318, 320-321, 323, 325-327, 238, 329-334, 336-341, 343-353, 354E, 354F, 355, 357, 361-365, 367-371, 373-374, 376-379, 381, 383-385, 387-389, 391-398, 403-407, 409-413, 415, 417, 419, R4, R5, R6, R7, R8, R9, R10, R11, R14, R15, R16, R19, R21, R22</p> <p>pp. 41, 42F, 53, 63, 69, 76, 79, 87, 105, 108, 111, 127, 131, 143, 155, 189, 191, 233, 259, 261, 3113, 3223, 351, 353, 367, 385, 393, 417, 419</p> <p>pp. 26-27, 29, 62, 76-77, 79, 91, 148, 159, 164-165, 169, 210, 219, 226, 242-243, 270-</p>	
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<p>solution, and evaluate the effectiveness of the solution; and</p> <p>(B) 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.</p>	<p>271, 305, 338-339, 395, 403, 410, 415</p> <p>pp. 62-63, 76-77, 92, 95, 114, 116-117, 123, 144-145, 148, 154, 164-165, 189, 190, 210, 212-213, 242-243, 305, 345, 374, 394-395</p> <p><b>Student Activities</b></p> <ul style="list-style-type: none"> <li>Role Play</li> <li>Games/Puzzles</li> <li>Stories</li> <li>Songs</li> <li>Projects</li> <li>Cooperative Learning</li> <li>Journaling</li> <li>Graphic Organizers</li> <li>Small Groups</li> <li>Drawing</li> <li>Manipulatives</li> <li>Writer's Workshop</li> <li>Portfolio</li> </ul> <p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>Direct Instruction</li> <li>Open-ended Questions</li> <li>Discussion</li> <li>Demonstration</li> <li>Brainstorming</li> <li>Problem Solving</li> <li>Read Aloud</li> <li>Facilitating</li> <li>Cooperative Learning</li> </ul> <p><b>Evaluation Procedures</b></p> <ul style="list-style-type: none"> <li>Observation</li> <li>Class Participation</li> </ul>	
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	Quizzes/Tests Projects Reports Survey (oral/written) Portfolio  <b>Other Resources and Bibliography</b> None	
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