

## Fourth Grade Social Studies Scope & Sequence 2025-26

### On going TEKS/Tools to Know/Ways to Show (Process Standards):

#### **4.19 Social Studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.**

- 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(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources;
- 4.19(C) 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
- 4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- 4.19(E) identify different points of view about an issue, topic, historical event, or current event
- (19)(F) identify the central claim in a primary or secondary source; and (19)(G) develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic.

#### **4.20 Social Studies skills. The student uses geographic tools to collect, analyze, and interpret data.**

- 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

#### **4.21 Social Studies skills. The student communicates in written, oral, and visual forms.**

- 4.21(A) use social studies terminology correctly
- 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
- 4.21 (E) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.

#### **4.22 Social Studies skills. The student uses problem-solving and decision-making skills, working independently and with others.**

- 4.22 (A) use democratic procedures to simulate making decisions on school, local, or state issues
- 4.22 (B) 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 effectiveness of the solution

### American Indians throughout the Regions of Texas

#### Geography:

#### **4.6 Geography. The student understands the concept of regions.**

- 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
- 4.6(B) compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains)

#### **4.7 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.**

- 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
- 4.7(B)^ identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods

^ - indicates a spiral standard/ repeating standard

#### **4.8 Geography. The student understands how people adapt to and modify their environment.**

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 4.8(C)^ compare the positive and negative consequences of human modification of the environment in Texas, past and present

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

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#### **American Indian Life:**

**4.1 History. The student understands the origins, similarities, and differences of American Indian groups in Texas before European exploration.**

4.1(A) explain the possible origins of American Indian groups in Texas

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

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

**4.12 The student understands how people organized governments in different ways during the early development of Texas.**

4.12(A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves

#### **Citizenship and Culture:**

**4.14 Citizenship. The student understands important customs, symbols, and celebrations of Texas.** 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 Citizenship. The student understands the importance of active individual participation in the democratic process.**

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

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

4.15(C) explain the duty of the individual in state and local elections such as being informed and voting

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

4.15(E) explain how to contact elected and appointed leaders in state and local governments

4.15 (F) uses voting as a method for group decision making

**4.16 The student understands the importance of effective leadership in a constitutional republic.**

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

4.16(B) identify leadership qualities of state and local leaders, past and present

**4.17 The student understands the contributions of people of various racial, ethnic, and religious groups to Texas.**

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

## Early Exploration and Settlement in Texas

### Exploration and Colonization:

#### **4.2 History. The student understands the causes and effects of European exploration and colonization of Texas.**

4.2(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion

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(C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals

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 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.**

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

4.7(B)^ identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods

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## Revolution and Republic

#### **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**

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

4.3(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

4.3(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

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Second Nine Weeks

Third Nine Weeks

## Texas Becomes a State

### 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.**

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

4.3(E) explain the events that led to the annexation of Texas to the United States and the impact of the U.S.-Mexican War

### A Developing Government Structure:

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

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

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

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)

## Economic Development in Texas

### Texas at the End of the 19th Century

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

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

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

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

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

**4.9 The student understands the basic economic activities of early societies in Texas.**

4.9(B) explain the economic activities early settlers to Texas used to meet their needs and wants

**4.10 The student understands the characteristics and benefits of the free enterprise system in Texas.**

4.10(C) describe the development of the free enterprise system in Texas such as ... the railroad boom

### 20th Century Texas

**4.5 History. The student understands important issues, events, and individuals of the 20th century in Texas.**

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

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

**4.10 Economics. The student understands the characteristics and benefits of the free enterprise system in Texas.**

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

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.

**4.11 The student understands patterns of work and economic activities in Texas.**

4.11(A)^ identify how people in different regions of Texas earn their living, past and present

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

4.11(D)^ explain how developments in transportation and communication have influenced economic activities in Texas

**4.18 Science, technology, and society. The student understands the impact of science and technology on life in Texas.**

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

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

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