

Week	Title	Standards Covered
Unit 1: Geography of Texas		
1	Thinking Like a Texas Geographer	<p>4.6 Geography. The student understands the concept of regions.</p> <p>4.7 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.</p> <p>4.8 Geography. The student understands how people adapt to and modify their environment.</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
2	Map Skills and Location	<p>4.19(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.20(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps</p> <p>4.20(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p>
3	Regions of Texas	<p>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</p> <p>4.6(B) compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains)</p> <p>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</p> <p>4.11(A) identify how people in different regions of Texas earn their living, past and present</p> <p>4.11(B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas</p> <p>4.20(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps</p> <p>4.20(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p>
4	Texas Locations: Then and Now	<p>4.7(B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods</p> <p>4.9(B) explain the economic activities early settlers to Texas used to meet their needs and wants</p> <p>4.11(B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas</p> <p>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</p> <p>4.19(B) analyze information by applying absolute and relative chronology</p>

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		<p>through 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>4.19(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.20(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps</p> <p>4.20(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
Unit 2: American Indian Life in Texas		
5	American Indians of Texas	<p>4.1(A) explain the possible origins of American Indian groups in Texas and North America</p> <p>4.1(B) identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apaches, Karankawas, Caddos, and Jumanos</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>4.19(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>
6	Culture and Lifestyle of American Indians of Texas	<p>4.1(C) describe the cultural regions in which American Indians lived such, as the Gulf, Plains, Puebloan, and Southeastern</p> <p>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</p> <p>4.12(A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves</p> <p>4.19(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual</p>

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		<p>material; documents; and artifacts to acquire information about Texas</p> <p>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</p> <p>4.19(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.20(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
7	American Indians of Texas: Past and Present	<p>4.1(D) locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo</p> <p>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</p> <p>4.19(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
Unit 3: Exploration and Settlement		
8	European Exploration	<p>4.2(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition and the desire for expansion</p> <p>4.11(C) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas</p> <p>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</p> <p>4.19(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.20(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
9	Significant Explorers	<p>4.2(B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert</p>

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		<p>Cavelier, Sieur de la Salle, on the settlement of Texas</p> <p>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</p> <p>4.19(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
10	Early Settlement and Spanish Missions of Texas	<p>4.2(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition and the desire for expansion</p> <p>4.2(C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals</p> <p>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</p> <p>4.7(B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods</p> <p>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</p> <p>4.9(B) explain the economic activities early settlers to Texas used to meet their needs and wants</p> <p>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</p> <p>4.19(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>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 effectiveness of the solution</p>
11	Mexican War of Independence	<p>4.2(D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas</p>

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		<p>4.12(B) compare characteristics of the Spanish colonial government and the early Mexican governments in Texas</p> <p>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</p> <p>4.19(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication.</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
Unit 4: Revolution, Republic, and Statehood		
12	The Texas Revolution	<p>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</p> <p>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</p> <p>4.9(B) explain the economic activities early settlers to Texas used to meet their needs and wants</p> <p>4.10(B) identify examples of the benefits of the free enterprise system such as choice and opportunity</p> <p>4.14(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth</p> <p>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</p> <p>4.19(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.19(D) identify different points of view about an issue, topic, historical event, or current event</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication.</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
13	Key Figures of the Texas Revolution	<p>4.3(B) summarize the significant contributions of individuals such as William B.</p>

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		<p>Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson and Enrique Esparza</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
14	The Republic of Texas	<p>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</p> <p>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</p> <p>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</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
15	The Annexation of Texas	<p>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</p> <p>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</p> <p>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</p> <p>4.19(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.19(D) identify different points of view about an issue, topic, historical event, or current event</p> <p>4.20(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p>

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		<p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
16	Texas is Growing	<p>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</p> <p>4.9(B) explain the economic activities early settlers to Texas used to meet their needs and wants</p> <p>4.10(A) describe how the free enterprise system works, including supply and demand</p> <p>4.11(A) identify how people in different regions of Texas earn their living, past and present</p> <p>4.11(C) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas</p> <p>4.11(D) explain how developments in transportation and communication have influenced economic activities in Texas</p> <p>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</p> <p>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</p> <p>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</p> <p>4.19(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.19(D) identify different points of view about an issue, topic, historical event, or current event</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
Unit 5: Developing a Texas Government		
17	Texas Government	<p>4.13(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution</p> <p>4.15(C) explain the duty of the individual in state and local elections such as being informed and voting</p> <p>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.</p>

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		<p>senators, local U.S. representatives, and Texans who have been president of the United States</p> <p>4.16(B) identify leadership qualities of state and local leaders, past and present</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
18	Important Documents in Texas History	<p>4.13(A) identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution</p> <p>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</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
19	Celebrate Freedom	<p>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)</p> <p>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</p> <p>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</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
Unit 6: Civil War and Reconstruction		
20	The Civil War and Texas	<p>4.4(A) describe the impact of the Civil War and Reconstruction on Texas</p> <p>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</p> <p>4.19(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written</p>

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		<p>communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
21	Reconstruction	<p>4.4(A) describe the impact of the Civil War and Reconstruction on Texas</p> <p>4.10(A) describe how the free enterprise system works, including supply and demand</p> <p>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</p> <p>4.19(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
22	Settling the Texas Frontier	<p>4.4(B) explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson</p> <p>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</p> <p>4.7(B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods</p> <p>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</p> <p>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</p> <p>4.8(C) compare the positive and negative consequences of human modification of the environment in Texas, past and present</p> <p>4.10(A) describe how the free enterprise system works, including supply and demand</p> <p>4.11(B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas</p> <p>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</p> <p>4.19(C) organize and interpret information in outlines, reports, databases, and</p>

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		visuals, including graphs, charts, timelines, and maps 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
23	Texas Railroads	4.4(C) explain the effects of the railroad industry on life in Texas, including changes to cities and major industries 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 4.10(A) describe how the free enterprise system works, including supply and demand 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(B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas 4.11(D) explain how developments in transportation and communication have influenced economic activities in Texas 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 4.19(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps 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
Unit 7: 20th Century Texas		
24	The Great Depression and the Dust Bowl	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 notable 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(B) identify examples of the benefits of the free enterprise system such as choice and opportunity

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		<p>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</p> <p>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</p> <p>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</p> <p>4.19(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
25	World War II	<p>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 notable individuals</p> <p>4.10(A) describe how the free enterprise system works, including supply and demand</p> <p>4.11(A) identify how people in different regions of Texas earn their living, past and present</p> <p>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</p> <p>4.19(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
26	Science and Technology in Texas	<p>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</p> <p>4.11(D) explain how developments in transportation and communication have influenced economic activities in Texas</p> <p>4.18(A) identify famous inventors and scientists such as Gail Borden, Joseph</p>

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		<p>Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions</p> <p>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</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
Unit 8: Texas Citizenship and Culture		
27	Citizens: Rights, Responsibilities, and Active Participation	<p>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</p> <p>4.15(C) explain the duty of the individual in state and local elections such as being informed and voting</p> <p>4.15(E) explain how to contact elected and appointed leaders in state and local governments</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>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 effectiveness of the solution</p>
28	Texas Citizens	<p>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</p> <p>4.15(D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals</p> <p>4.16(B) identify leadership qualities of state and local leaders, past and present</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
29	Texas Pride	<p>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</p> <p>4.14(B) sing or recite "Texas, Our Texas"</p> <p>4.14(C) recite and explain the meaning of the Pledge to the Texas Flag</p> <p>4.19(B) analyze information by applying absolute and relative chronology</p>

Week	Title	Standards Covered
		<p>through 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>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
30	Texas Culture	<p>4.14(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth</p> <p>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</p> <p>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</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
31	Texas Arts	<p>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</p> <p>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</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
32	Year in Review	<p>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</p> <p>4.13(A) identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution</p> <p>4.13(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution</p> <p>4.15(B) explain how individuals can participate voluntarily in civic affairs at</p>

Week	Title	Standards Covered
		<p>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</p> <p>4.15(C) explain the duty of the individual in state and local elections such as being informed and voting</p> <p>4.20(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>