



1st Quarter (43 Days)

Resources:

Social Studies (Scott Foresman)

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
1 st : Aug. 8-12 (5 days)	Unit 1- A land called Texas Chapter1: The geography of the Lone Star state. Lesson 1: Texas today	Describe some of the major landforms and waterways in Texas. Describe ways people collect water from the Earth. Explain geographic factors that have influenced the distribution of population in Texas in both the past and the present. Identify why people need to collect water from the ground.	4.7 B, 4.9 B, 4.6 A, 4.6 B, 4.22 B, 4.22 C, 4.8 D, 4.9 B, 4.13 B, 4.23 B, 4.23 C, 4.23 D
2 nd : Aug 15-19 (5 days)	Unit 1- A land called Texas Chapter 1: The geography of the Lone Star state. Lesson 2: Don't mess with Texas	Identify how people use natural resources to meet basic needs. Describe how Texans can help conserve natural resources. Analyze the consequences of pollution on the environment in Texas. Describe how Texans have modified their environment and identify their reasons for doing so.	4.9 A, 4.9 B, 4.22 B, 4.23 D, 4.10 L, 4.15 A, 4.13 C, 4.14 B, 4.21 B, 4.24 A
3 rd : Aug 22-26 (5 days)	Unit 1- A land called Texas Chapter 1: The geography of the Lone Star state. Lesson 3: Weather and Climate	Describe ways the people of Galveston have modified their environment. Describe how technological innovations have benefited individuals and businesses in Texas. Compare the climate of Texas with parts of the Western Hemisphere and other parts of the world. Describe how the temperature and precipitation of Texas vary from region to region	4.7 B, 4.7 C, 4.22 B, 4.22 C, 4.22 F, 4.23 D, 4.24 A, 4.4 E
4 th : Aug 29- Sep 2 (5 days)	Unit 1- A land called Texas Chapter 1: The geography of the Lone Star state. Lesson 4: Plants and Animals	Describe the vegetation in the different regions of Texas. Describe animals that live in the different vegetation regions of Texas. Describe why different types of plants grow in different regions in Texas. Identify Texas agricultural products that are sold in the United States	4.7 B , 4.14B, 4.9 A, 4.22 A, 4.9 B, 4.22 B, 4.9 C, 4.23 B, 4.13 A, 4.13 B
5 th : Sept 6-9 (4 days)	Unit 1: A land called Texas Chapter 2: The Natural Regions of Texas Lesson 1: The Central Plains Region	Explain the meaning of natural region. Describe the central plains region of Texas. Analyze information by comparing and contrasting. Describe the major cities in the Central Plains region of Texas. Create written and visual material in the form of a graphic organizer.	4.7 A-B, 4.8 A-D, 4.9 A-C, 4.13 A-C, 4.14B, 4.21 B, 4.22B, 4.22 F, 4.23 D
6 th : Sept 15-16 (2 days)	Unit 1: A land called Texas Chapter 2: The Natural Regions of Texas Lesson 2: The Great Plains Region	Compare and contrast the Central Plains and the Great Plains regions of Texas. Identify oil, gas, and agricultural products of the Great Plains region of Texas. Describe the meaning of the name Amarillo. Describe the Great Plains region of Texas.	4.4 B, 4.7 A-C, 4.8 A-D, 4.9 A-B, 4.13 A-C, 4.14 B, 4.21 B., 4.22 B
7 th : Sept 19- 23 (5 days)	Unit 1: A land called Texas Chapter 2: The Natural Regions of Texas Lesson 3: The Mountains and Basins Region	Describe the Mountains and Basins regions of Texas. Explain the geographical factors that influence the population of the Mountains and Basins region. Identify natural resources of the Mountains and Basins region. Identify tourist destinations in the Mountains and Basins region.	4.7 A-B, 4.8 A-D, 4.9 A-B, 4.13 B, 4.22 B, 4.23 D
8 th : Sept. 26-30 (5 days)	Unit 1: A land called Texas	Describe the coastal plains regions of Texas. Explain how people in the Gulf	4.4 B, 4.7 B, 4.8 A-D, 4.9 A-B, 4.13



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	Chapter 2: The Natural Regions of Texas Lesson 4: The Coastal Plains Region	coast Plain area of Texas ear their living. Describe ways that people in the Coastal plains have modified their environment. Explain geographic factors that influence the population distribution in the Coastal Plains region.	A-B, 4.14 A-B, 4.21 B, 4.22 B, 4.24 B,
9th: Oct 3-7 (5 days)	Review and Assessment	First Benchmark Review and Assessment	
10th: Oct 10-14 (5 days)	Review and Assessment	Review and Assessment	

2nd Quarter (39 Days)

Resources: Social Studies (Scott Foresman)			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
1st: Oct 17-21 (5 days)	Unit 2: Texas long Ago Chapter 3 The First Texans Lesson 1: The Earliest Texans	Summarize the strongest explanations for how people first came to the Americas. Describe the way of life of the early peoples in Texas. Explain how farming changed the way of life of early people. Describe what early peoples might have traded with each other	4.1B, 4.8 B, 4.9 A-B, 4.10 A, 4.9 B, 4.10 A, 4.15 C-D
2nd: Oct 24-28 (5 days)	Unit 2: Texas long Ago Chapter 3 The First Texans Lesson 2:The People of the Coastal Plains	Identify the Native American groups who lived in the Coastal Plains region of Texas before European exploration, and describe the region in which they lived. Compare the ways of life of the Caddo and Karankawa. Describe the trading practices of the Caddo. Compare the methods of government of the Caddo and the Karankawa. Describe the effects of political, economic, and social changes on Native Americans in Texas	4.1 A-B, 4.4 D, 4.8 A-B, 4.9 A-B, 4.10 A, 4.22 B
3rd: Oct. 31- Nov. 4 (5 days)	Unit 2: Texas long Ago Chapter 3 The First Texans Lesson 3: People of the Mountains and Plains	IOWA/ITBS Complete Battery Gr 3-8 Identify Native American groups who lived in the Great Plains, Central Plains, and Mountains and Basins region of Texas before European Exploration. Compare the ways of life of the Jumano and the Comanche. Describe the trading practices of the Jumano and the Comanches. Describe the effects of political, economic, and social changes on Native Americans in Texas	4.1 A-B, 4.4 D, 4.6 B, 4.8 B, 4.8 D, 4.9 A-B, 4.10 A, 4.15 A, 4.22 B, 4.22 C
4th: Nov 7-11 (5 days)	Unit 2: Texas long Ago Chapter 3 The First Texans Lesson 4: Civilizations of the Western Hemisphere	Identify Native American groups in the Western Hemisphere before European exploration, and describe the regions in which they lived. Compare the ways of life of the Maya, Aztecs, and Inca. Explain the economic patterns of the Maya and Aztecs. Compare the methods of government of the Maya and Aztecs.	4.1 A,B,D, 4.10 A, 4.15 A, 4.22 A-C, 4.22



2nd Quarter (39 Days)

Resources: Social Studies (Scott Foresman)			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
5 th : Nov 14-18 (5 days)	Unit 2: Texas long Ago Chapter 4: Europeans come to Texas	Summarize the reasons for European exploration of Texas and the Western Hemisphere. Identify Christopher Columbus and explain his importance to Texas history. Explain the importance of specific people in the history of Texas	4.2 A-B, 4.10 B, 4.11 A, 4.22 A-B, 4.24 A
6 th : Nov 28- Dec 2 (5 days)	Unit 2: Texas Long Ago Chapter 5: Texas colonies and conflicts. Lesson 1: Colonists come to Texas	Explain the importance of Mexican independence Day. Explain the importance of specific people to the settlement of Texas. Describe life in Austin colony. Explain who the vaqueros were and list their contributions to Texas.	4.2 E, 4.15 B, 4.20 B, 4.22 B, 4.22 D
7 th : Dec 5-9 (5 days)	Unit 2: Texas Long Ago Chapter 5: Texas colonies and conflicts. Lesson 2: Trouble Brews in Texas	2nd Benchmark Describe how the laws of the Mexican government led to the problems with Anglo-American colonist in Texas. Identify similarities and differences between the Mexicans and the Anglo-American settlers in Texas. Explain why the Anglo-American colonists held a convention at San Felipe de Austin in October. Explain what Stephen G. Austin hoped to accomplish by traveling to Mexico City.	4.2 D, 4.3 A, 4.15 B, 4.19 B, 4.20 A, 4.22 , A, B, D, 4.22 D, 4.22 E
8 th : Dec 12-16 (5 days)	Unit 3: Independence and Statehood Chapter 6: The Republic of Texas. Lesson 1: The Revolution Begins	Analyze the causes of the Texas revolution. Describe and analyze the early battles in the revolution. Identify the views of the two groups who participated in the Consultation at San Felipe. Describe the importance of the convention of 1836. Create written and visual material in the form of a graphic organizer.	4.2 E, 4.3 A, 4.15 B, 4.22 B-E, 4.23 C

3rd Quarter (46 Days)

Resources: Social Studies (Scott Foresman)			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
1 st : Jan 3-6 (4 days)	Unit 3: Independence and Statehood Chapter 6: The Republic of Texas. Lesson 2: The Battle of the Alamo	Analyze the causes and effects of the Battle of Alamo. Analyze the events of the Battle of Alamo. Identify elements of frame of reference that influenced the participants in the Battle of the Alamo. Analyze major events of the Texas Revolution	4.3 A, 4.22 B, 4.22 D, 4.23 C, 4.15 E
2 nd : Jan 9-13 (4 days)	Unit 3: Independence and Statehood Chapter 6: The Republic of Texas. Lesson 3: Victory at San Jacinto	1st DCA/ Mock STAAR Analyze major events of the Texas revolution. Analyze causes, events, and effects of the Battle of San Jacinto. Identify the points of view of participants in the Battle of San Jacinto. Identify the purpose and explain the importance	4.3 A, 4.22 B, 4.22 D, 4.23 C, 4.15 E



3rd Quarter (46 Days)			
Resources: Social Studies (Scott Foresman)			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
	DCA	of the Treaty of Velasco. Describe the successes and problems of the new Republic of Texas.	
3 rd : Jan 17-20 (4 days)	Unit 3: Independence of Statehood Chapter 7: The Lone Star State Lesson 1: The Rise of the Lone Star State	Identify events that led to the annexation of Texas to the United States. Demonstrates an understanding of the purpose of the Constitution of 1845. Identify the countries from which immigrants came to Texas during the 1800's. Analyze the effects of immigration on economic development in Texas during the 1800's.	4.3 C, 4.3 E, 4.18 C, 4.19 B, 4.10 L
4 th : Jan 23-27 (5 days)	Unit 3: Independence of Statehood Chapter 7: The Lone Star State Lesson 2: The United States and Mexico at war	Identify the causes and effects of boundary disputes and other disagreements between Mexico and the U.S Explain the effects of the Mexican War on Texas. Explain the impact of the signing of the Treaty of Guadalupe Hidalgo on Texas and U.S	4.22 B-C, 4.24 A-B, 4.10 L
5 th : Jan. 30- Feb.3 (5 days)	Unit 4: A changing State Chapter 8: New challenges for Texas Lesson 1: Life on the Texas Frontier	Describe ways Texas adapted to their environment in the 1850's. Explain how Texans earned a living in the 1850's. Describe how Texans used the free enterprise system and how the free enterprise system worked in Texas in the 1850's.	4.9 A, 4.10 B, 4.13 A, 4.10 L
6 th : Feb 6-10 (5 days)	Unit 4: A changing State Chapter 8: New challenges for Texas Lesson 2: Texans and the civil war	Explain why enslaved African Americans were brought to Texas. Describe how growing cotton led to economic benefits of planters. Identify the causes of the civil war. Explain how the civil war affected the lives of those Texans who stayed at home	4.20 A, 4.20 B, 4.22 F
7 th : Feb 13-17 (5 days)	Unit 4: A changing State Chapter 8: New challenges for Texas Lesson 3: War and Slavery come to an end	Describe the impact of the end of the civil war on Texas. Describe the impact of Reconstruction on Texas. Describe the efforts of the Freedmen's Bureau	4.4 A, 4.17 D, 4.20 B, 4.22 D, 4.10 L
8 th : Feb 21-24 (4 days)	Unit 4: A changing state Chapter 9: The close of a century Lesson 1: The Indian Wars	Describe how the lives of the Plains Indians changed as Anglo American settlers moved onto the Plains. Describe the role of the buffalo in the lives of Plains Indians. Explain the sequence of events that led to the Plains Indians being forced to move to reservations.	4.4 D, 4.20 C, 4.22 B, E, 4.10 L, 4.15 E
9 th : Feb 27- Mar 3 (5 days)	Unit 4: A changing state Chapter 9: The close of a century Lesson 2: The Texas Cattle Kingdom	3rd Benchmark Describe the development and importance of Longhorn Cattle. Explain the causes for the growth of the cattle industry in Texas. Analyze the role of cowhands on Texas ranches. Create a written and visual material in the form of a graphic organizer.	4.4 B, 4.7 A, 4.13 C, 4.17 A, 4.20 C , 4.22, A-B, 4.10 L
10 th : Mar 6-10 (5 days)	Unit 4: A changing state Chapter 9: The close of a century Lesson 3: Cattle Drivers on Texas	Locate important cattle trails and explain their importance in the development of the cattle industry in Texas. Summarize the contribution of people to the development of the cattle industry in Texas. Describe how	4.4 B-C , 4.12 B, 4.13 A-C, E, 4.20 C, 4.21 B, 4.22 B



3rd Quarter (46 Days)

Resources: Social Studies (Scott Foresman)			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
	trails	technological innovations benefited the cattle industry in the 1800's. Explain the contribution of individuals to the growth of the cattle industry in Texas.	

4th Quarter (48 Days)

Resources: Social Studies (Scott Foresman)			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
1 st : Mar 20-24 (5 days)	Unit 4: A changing state Chapter 9: The close of a century Lesson 4: Railroads reach Texas. Unit 5: Texas Enters the Twentieth Century Chapter 10: The gate opens to Industry Lesson 1: Changes and Growth	Describe how railroads benefited businesses and industries in Texas in the 1800's. Identify how railroads changed towns in Texas. Analyze changes in daily life that resulted from railroads. Describe the location and distribution of towns and cities in Texas during the late 1800's. Describe how inventions changed and improved life in Texas cities in the early 1900's. Explain why people were immigrating to Texas cities, and tell where some of them came from. Describe how specializations and divisions of labor helped workers make products more quickly.	4.4 C, 4.13 C, 4.13 E, 4.21 B, 4.22 B, 4.22 C
2 nd : Mar 27- 31 (5 days)	Unit 5: Texas Enters the Twentieth Century Chapter 10: The gate opens to Industry Lesson 2: Texas Gold!	March 28: STAAR- Writing Identify Patillo Higgins and tell why he is important to Texas history. Describe how the oil boom changed life in Texas. Explain the growth of the oil industry in Texas	4.21 A, 4.5 A, 4.44 B, 4.14 B
3 rd : Apr 3-7 (5 days)	Unit 5: Texas Enters the Twentieth Century Chapter 11: Texans at home and abroad Lesson 1: Troubles in Texas and overseas	Identify the differing points of view of Tejanos and Anglo Americans, and explain how these differences led to conflict. Identify Jovita Idar and explain why she is important of Texas history. Explain why the US entered WW1. Identify how Texans helped the war efforts. Identify two women who fought for women's voting rights in Texas, and describe how they participated in the democratic process. three products that are made from oil	4.22 D, 4.20 C, 4.5 B, 4.22 B, 4.18 C
4 th : Apr 10-14 (5 days)	Unit 5: Texas Enters the Twentieth Century Chapter 11: Texans at home and abroad	Describe the businesses boom in Texas during the 1920's. Explain how increased dependence on cars helped the Texas oil industry grow. Identify Miriam Ferguson and tell why she is important to Texas history.	4.13 F, 4.4B, 4.13 E, 4.5 B, 4.5 A



4th Quarter (48 Days)

Resources: Social Studies (Scott Foresman)			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
	Lesson2: The Roaring Twenties		
5th: April 18-22 (5 days)	Unit 5: Texas Enters the Twentieth Century Chapter 11: Texans at home and abroad Lesson 3: Hard Times in Texas Unit	Describe what people’s lives were like during the Great depression. Explain the causes and effects of the Dust Bowl. Analyze whether the New Deal helped improve Texas communities. Identify notable Texans who served in WWII and list their accomplishments. Name some important Texas artists of the early 1900’s	4.5 A, 4.22B, 4.5 B, 4.2 C
6th: Apr 24- 28 (5 days)	Unit 6: Texas, Our Texas Chapter 12: Modern Times in Texas Lesson 1: Moving Forward DRA	Identify reasons for and the impacts of urbanization, increased use of oil, and gas, and the growth of aerospace and other technological industries. Identify agricultural and technological products of Texas that are purchased to meet needs in the United States and around the world. Analyze the effects of immigration and migration on economic development and growth in Texas	4.5 A, 4.14 B, 4.13 C
7th: May 1-5 (5 days)	Unit 6: Texas, Our Texas Chapter 12: Modern Times in Texas Lesson 2: Cultural Expressions Unit	Identify customs, celebrations, and traditions of various cultural groups in Texas. Identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas. Summarize the contribution of people of various racial, ethnic, and religious groups to the development of Texas.	4.20 B, 4.20A, 4.5 B
8th: May 8-12 (5 days)	6: Texas, Our Texas Chapter 13: Government In Texas Lesson 1: Government for Texans	May 8: STAAR-Math May 9: STAAR- Reading Identify the accomplishments of notable individuals. Identify leaders in state and local governments, including the governor, members of legislature, and Texans who have been U.S presidents, and their political parties. Identify leadership qualities of the state and local leaders, past, and present. Identify	4.19 A, 4.16 B
9th: May 15-19 (5 days)	Review and Assessment	Final Benchmark	Review and Assessment
10th: May 22-24 (3 days)	Review and Assessment	Review and Assessment	Review and Assessment