Unit Maps: Grade 4 Social Studies

Geography of Texas	Unit	CHECKPOINT		
		1	2	3
4.4 **Geography and Culture.** The student understands important customs and celebrations in Texas. Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching. *				

Catholic Identity: Integration of Our Faith

4.1A	exhibit an affinity for the common good and shared humanity *
4.1B	discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome *
4.1C	describe how history is a way to learn about what God does for humanity *
4.1D	explain how Catholic figures and saints impacted history *

Learning Process Standards (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
4.2A	use valid primary and secondary sources				
4.2B	select and describe beautiful artifacts from different times and cultures *				

Content		Unit	CHECKPOINT		
			1	2	3
Physical Geography: Regions of Texas					
4.4A	identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation				
4.4A.1	apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps				
4.4A.2	translate geographic data, population distribution, and natural resources into a variety of formats				
Human Geography: Adaptation and Modification					
4.4B	explain reasons why people have adapted to and modified their environment in Texas				
4.4B.1	describe and explain the location and distribution of various towns and cities in Texas, past and present				
4.4B.2	explain the geographic factors that influence patterns of settlement and the distribution of population in Texas				

Learning Process Standards (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
4.2C	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				
4.2D	organize, create, and interpret information				
4.2E	identify the historical context of an event				

Unit Maps: Grade 4 Social Studies

American Indian Life	Unit	CHECKPOINT		
		1	2	3
4.3 **History.** The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student will describe how history begins and ends in God and how history has a religious dimension. *				

Catholic Identity: Integration of Our Faith

4.1A	exhibit an affinity for the common good and shared humanity *
4.1B	discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome *
4.1C	describe how history is a way to learn about what God does for humanity *
4.1D	explain how Catholic figures and saints impacted history *

Learning Process Standards (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
4.2A	use valid primary and secondary sources				
4.2B	select and describe beautiful artifacts from different times and cultures *				

Content		Unit	CHECKPOINT		
			1	2	3
American Indian Life					
4.3A	compare the ways of life of American Indian groups in Texas and North America before European exploration				
4.3A.1	identify American Indian groups in Texas and North America before European exploration				
4.3A.2	describe the regions in which American Indians lived and identify American Indian groups remaining in Texas				
4.3A.3	describe ways American Indian groups adapted to and modified their environment in Texas				
4.3A.4	explain the economic activities various early American Indian groups in Texas and North America				

Learning Process Standards (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
4.2C	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				
4.2D	organize, create, and interpret information				
4.2E	identify the historical context of an event				

Unit Maps: Grade 4 Social Studies

Catholic Schools
DIOCESE OF DALLAS

Exploration and Colonization	Unit	CHECKPOINT		
		1	2	3
4.3 **History.** The student understands the causes and effects of European exploration and colonization of Texas and North America. The student will exhibit mastery of essential dates, persons, place, and facts relevant to the Catholic Church. *				

Catholic Identity: Integration of Our Faith

4.1A exhibit an affinity for the common good and shared humanity *
4.1B discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome *
4.1C describe how history is a way to learn about what God does for humanity *
4.1D explain how Catholic figures and saints impacted history *

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
4.2A use valid primary and secondary sources				
4.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
Age of Contact: European Exploration				
4.3B identify the accomplishments and explain the impact of significant explorers on the settlement of Texas				
4.3B.1 summarize motivations for European exploration and settlement of Texas				
4.3B.2 explain the geographic factors patterns of settlement and the distribution of population in Texas				
4.3B.3 identify the impact of significant empresarios on the settlement of Texas				
4.3B.4 identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas				
First and Second Flags of Texas: Spain and France Colonize Texas				
4.3C explain when, where, and why of the Spanish settlements and Catholic missions in Texas				
4.3C.1 explain the history of the Catholic Church, its cultural heritage and its impact on human events. *				
The Third Flag Over Texas: Mexican Rule				
4.3D identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas				

Learning Process Standards (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
4.2C 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				
4.2D organize, create, and interpret information				
4.2E identify the historical context of an event				

Texas Revolution and the Republic of Texas to Statehood	Unit	CHECKPOINT		
		1	2	3
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.				

Catholic Identity: Integration of Our Faith

4.1A	exhibit an affinity for the common good and shared humanity *
4.1B	discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome *
4.1C	describe how history is a way to learn about what God does for humanity *
4.1D	explain how Catholic figures and saints impacted history *

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
4.2A use valid primary and secondary sources				
4.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
The Third Flag Over Texas: Republic of Texas				
4.3E 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				
4.3E.1 summarize the significant contributions of individuals in the Texas Revolution				
4.3E.2 describe the origins and significance of Texas Independence Day				
4.3E.3 identify leaders important to the founding of Texas as a republic and state				

Learning Process Standards (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
4.2C 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				
4.2D organize, create, and interpret information				
4.2E identify the historical context of an event				

United States Statehood to the Confederacy	Unit	CHECKPOINT		
		1	2	3
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.				

Catholic Identity: Integration of Our Faith

4.1A	exhibit an affinity for the common good and shared humanity *
4.1B	discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome *
4.1C	describe how history is a way to learn about what God does for humanity *
4.1D	explain how Catholic figures and saints impacted history *

Learning Process Standards (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
4.2A	use valid primary and secondary sources				
4.2B	select and describe beautiful artifacts from different times and cultures *				

Content		Unit	CHECKPOINT		
			1	2	3
The Fifth Flag of Texas: Annexation to the United States					
4.3F	explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War				
The Sixth Flag of Texas: Civil War and the Confederacy					
4.3G	describe the impact of the Civil War and Reconstruction on Texas				
4.3G.1	describe the origins and significance of Juneteenth				

Learning Process Standards (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
4.2C	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				
4.2D	organize, create, and interpret information				
4.2E	identify the historical context of an event				

Texas Cultures	Unit	CHECKPOINT		
		1	2	3
4.4 Geography and Culture. The student understands important customs and celebrations in Texas.				

Catholic Identity: Integration of Our Faith

4.1A	exhibit an affinity for the common good and shared humanity *
4.1B	discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome *
4.1C	describe how history is a way to learn about what God does for humanity *
4.1D	explain how Catholic figures and saints impacted history *

Learning Process Standards (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
4.2A	use valid primary and secondary sources				
4.2B	select and describe beautiful artifacts from different times and cultures *				

Content		Unit	CHECKPOINT		
			1	2	3
Texas Culture					
4.4C	identify customs, celebrations, and traditions of various cultural, regional, and local groups				
4.4C.1	identify the motivating values that have informed particular societies and how they correlate with Catholic teaching. *				

Learning Process Standards (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
4.2C	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				
4.2D	organize, create, and interpret information				
4.2E	identify the historical context of an event				

Texas, Our Texas	Unit	CHECKPOINT		
		1	2	3
4.5 Government and Citizenship. The student understands important customs, symbols, and celebrations of Texas and the importance of active individual participation in the democratic process. The student examines how history can assist in the acquisition of values and virtues. *				

Catholic Identity: Integration of Our Faith

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4.1C describe how history is a way to learn about what God does for humanity *
4.1D explain how Catholic figures and saints impacted history *

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
4.2A use valid primary and secondary sources				
4.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
Citizenship				
4.5A explain the duty of the individual in state and local elections such as being informed and voting				
4.5A.1 explain how individuals can participate voluntarily in civic affairs				
4.5A.2 demonstrates an understanding of great figures of history by examining their lives for examples of virtue or vice. *				
Government				
4.5B identify and explain the basic functions of the three branches of government according to the Texas Constitution				
4.5B.1 identify leaders in state, local, and national governments				

Learning Process Standards (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
4.2C 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				
4.2D organize, create, and interpret information				
4.2E identify the historical context of an event				

Technology Changes Texas	Unit	CHECKPOINT		
		1	2	3
4.6 **Economics.** The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student explains how beliefs about God, humanity, and material things affect behavior. *				

Catholic Identity: Integration of Our Faith

4.1A	exhibit an affinity for the common good and shared humanity *
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4.1C	describe how history is a way to learn about what God does for humanity *
4.1D	explain how Catholic figures and saints impacted history *

Learning Process Standards (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
4.2A	use valid primary and secondary sources				
4.2B	select and describe beautiful artifacts from different times and cultures *				

Content		Unit	CHECKPOINT		
			1	2	3
4.6A	identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world				
4.6A.1	explain the growth, development, and impact of the cattle industry				
4.6A.2	identify the impact of railroads on life in Texas, including changes to cities and major industries				
4.6A.3	describe the impact of mass production, specialization, and division of labor on the economic growth of Texas				
4.6B	explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas				
4.6B.1	identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world				

Learning Process Standards (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
4.2C	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				
4.2D	organize, create, and interpret information				
4.2E	identify the historical context of an event				