



| 1 <sup>st</sup> Quarter (44 Days) |   |  |  |
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| Resources:                        |   |  |  |
| Week                              | Unit/Lesson   | Learning Objectives  | Reporting Categories ( TEKS SEs)   |
| Week 1                            | Unit 1- A land called Texas<br>Chapter1: The geography of the Lone Star state.<br>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 |
| Week 2                            | Unit 1- A land called Texas<br>Chapter 1: The geography of the Lone Star state.<br>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             |
| Week 3                            | Unit 1- A land called Texas<br>Chapter 1: The geography of the Lone Star state.<br>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                              |
| Week 4                            | Unit 1- A land called Texas<br>Chapter 1: The geography of the Lone Star state.<br>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               |
| Week 5                            | Unit 1: A land called Texas<br>Chapter 2: The Natural Regions of Texas<br>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                |
| Week 6                            | Unit 1: A land called Texas<br>Chapter 2: The Natural Regions of Texas<br>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                      |
| Week 7                            | Unit 1: A land called Texas<br>Chapter 2: The Natural Regions of Texas<br>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  |
| Week 8                            | Review  | <b>1<sup>st</sup> Benchmark</b>  | Review   |



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|-----------------------------------|--|---|---|
| Resources:                        |  |   |   |
| Week                              | Unit/Lesson  | Learning Objectives   | Reporting Categories ( TEKS SEs)  |
| Week 9                            | <b>Unit 1: A land called Texas</b><br><b>Chapter 2: The Natural Regions of Texas</b><br><b>Lesson 4: The Coastal Plains Region</b> | Describe the coastal plains regions of Texas. Explain how people in the Gulf 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. | 4.4 B, 4.7 B, 4.8 A-D, 4.9 A-B, 4.13 A-B, 4.14 A-B, 4.21 B, 4.22 B, 4.24 B, |
| Week 10                           | Review   | Review  | Review  |

| 2nd Quarter (43 Days) |  |  |  |
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| Resources:            |  |  |  |
| Week                  | Unit/Lesson  | Learning Objectives  | Reporting Categories ( TEKS SEs)   |
| Week 1                | <b>Unit 2: Texas long Ago</b><br><b>Chapter 3 The First Texans</b><br><b>Lesson 1: The Earliest Texans</b>                     | 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                        |
| Week 2                | <b>Unit 2: Texas long Ago</b><br><b>Chapter 3 The First Texans</b><br><b>Lesson 2:The People of the Coastal Plains</b>         | 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                             |
| Week 3                | Review   | <b>IOWA/ITBS Complete Battery Gr 3-8</b>   | Review   |
| Week 4                | <b>Unit 2: Texas long Ago</b><br><b>Chapter 3 The First Texans</b><br><b>Lesson 3: People of the Mountains and Plains</b>      | 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 |
| Week 5                | <b>Unit 2: Texas long Ago</b><br><b>Chapter 3 The First Texans</b><br><b>Lesson 4: Civilizations of the Western Hemisphere</b> | 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 (43 Days) |   |   |  |
|-----------------------|---|---|--|
| Resources:            |   |   |  |
| Week                  | Unit/Lesson   | Learning Objectives   | Reporting Categories ( TEKS SEs)                                     |
| Week 6                | <b>Unit 2: Texas long Ago</b><br><b>Chapter 4: Europeans come to Texas</b>  | 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                            |
| Week 7                | <b>Unit 2: Texas Long Ago</b><br><b>Chapter 5: Texas colonies and conflicts.</b><br><b>Lesson 1: Colonists come to Texas</b>    | 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                                |
| Week 8                | <b>Unit 2: Texas Long Ago</b><br><b>Chapter 5: Texas colonies and conflicts.</b><br><b>Lesson 2: Trouble Brews in Texas</b>     | <b>2<sup>nd</sup> Benchmark</b><br>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 |
| Week 9                | <b>Unit 3: Independence and Statehood</b><br><b>Chapter 6: The Republic of Texas.</b><br><b>Lesson 1: The Revolution Begins</b> | Analyze the causes of the Texas revolution. Describe and analyze the early batters 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 (43 Days) |   |  |                                       |
|-----------------------|---|--|---------------------------------------|
| Resources:            |   |  |                                       |
| Week                  | Unit/Lesson   | Learning Objectives  | Reporting Categories ( TEKS SEs)      |
| Week 1                | <b>Unit 3: Independence and Statehood</b><br><b>Chapter 6: The Republic of Texas.</b><br><b>Lesson 2: The Battle of the Alamo</b> | 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 |
| Week 2                | <b>Unit 3: Independence and Statehood</b><br><b>Chapter 6: The Republic of Texas.</b><br><b>Lesson 3: Victory at San Jacinto</b>  | 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 of the Treaty of Velasco. Describe the successes and problems of the new | 4.3 A, 4.22 B, 4.22 D, 4.23 C, 4.15 E |



| 3rd Quarter (43 Days) |   |   |  |
|-----------------------|---|---|--|
| Resources:            |   |   |  |
| Week                  | Unit/Lesson   | Learning Objectives   | Reporting Categories ( TEKS SEs)                         |
|                       |   | Republic of Texas.  |  |
| Week 3                | <b>Unit 3: Independence of Statehood</b><br><b>Chapter 7: The Lone Star State</b><br><b>Lesson 1: The Rise of the Lone Star State</b>     | 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                     |
| Week 4                | <b>Unit 3: Independence of Statehood</b><br><b>Chapter 7: The Lone Star State</b><br><b>Lesson 2: The United States and Mexico at war</b> | 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                               |
| Week 5                | <b>Unit 4: A changing State</b><br><b>Chapter 8: New challenges for Texas</b><br><b>Lesson 1: Life on the Texas Frontier</b>              | 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                            |
| Week 6                | <b>Unit 4: A changing State</b><br><b>Chapter 8: New challenges for Texas</b><br><b>Lesson 2: Texans and the civil war</b>                | 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                                   |
| Week 7                | <b>Unit 4: A changing State</b><br><b>Chapter 8: New challenges for Texas</b><br><b>Lesson 3: War and Slavery come to an end</b>          | 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                    |
| Week 8                | <b>Unit 4: A changing state</b><br><b>Chapter 9: The close of a century</b><br><b>Lesson 2: The Texas Cattle Kingdom</b>                  | <b>3<sup>rd</sup> Benchmark</b><br>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 |
| Week 9                | <b>Unit 4: A changing state</b><br><b>Chapter 9: The close of a century</b><br><b>Lesson 3: Cattle Drivers on Texas trails</b>            | 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 technological innovations benefited the cattle industry in the 1800's. Explain the contribution of individuals to the growth of the cattle industry in Texas. | 4.4 B-C , 4.12 B, 4.13 A-C, E, 4.20 C, 4.21 B, 4.22 B    |



**4th Quarter (46 Days)**

**Resources:**

| Week   | Unit/Lesson   | Learning Objectives   | Reporting Categories ( TEKS SEs)              |
|--------|---|---|---|
| Week 1 | <b>Unit 4: A changing state Chapter 9: The close of a century</b><br><b>Lesson 4: Railroads reach Texas.</b><br><b>Unit 5: Texas Enters the Twentieth Century</b><br><b>Chapter 10: The gate opens to Industry</b><br><b>Lesson 1: Changes and Growth</b> | <b>3<sup>rd</sup> Mock STAAR</b><br>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 |
| Week 2 | <b>Unit 5: Texas Enters the Twentieth Century</b><br><b>Chapter 10: The gate opens to Industry</b><br><b>Lesson 2: Texas Gold!</b>  | 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                 |
| Week 3 | <b>Unit 5: Texas Enters the Twentieth Century</b><br><b>Chapter 11: Texans at home and abroad</b><br><b>Lesson 1: Troubles in Texas and overseas</b>  | 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         |
| Week 4 | <b>Unit 5: Texas Enters the Twentieth Century</b><br><b>Chapter 11: Texans at home and abroad</b><br><b>Lesson2: The Roaring Twenties</b>   | <b>April 9: STAAR-Gr 4 Writing</b><br>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            |
| Week 5 | <b>Unit 5: Texas Enters the Twentieth Century</b><br><b>Chapter 11: Texans at home and abroad</b><br><b>Lesson 3: Hard Times in Texas Unit</b>  | 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                    |
| Week 6 | <b>Unit 6: Texas, Our Texas</b>   | Identify reasons for and the impacts of urbanization, increased use of oil,   | 4.5 A, 4.14 B, 4.13 C                         |



4th Quarter (46 Days)

| Resources:     |   |  |                                  |
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| Week           | Unit/Lesson   | Learning Objectives  | Reporting Categories ( TEKS SEs) |
|                | <b>Chapter 12: Modern Times in Texas</b><br><b>Lesson 1: Moving Forward</b><br><b>DRA</b>                                 | 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  |                                  |
| <b>Week 7</b>  | <b>Unit 6: Texas, Our Texas</b><br><b>Chapter 12: Modern Times in Texas</b><br><b>Lesson 2: Cultural Expressions Unit</b> | 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             |
| <b>Week 8</b>  | <b>6: Texas, Our Texas</b><br><b>Chapter 13: Government In Texas</b><br><b>Lesson 1: Government for Texans</b>            | <b>May 13: STAAR- Gr 3 Math</b><br><b>May 14: STAAR- Gr 3 Reading</b><br>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                   |
| <b>Week 9</b>  |   | <b>Final Benchmark</b>   | Review                           |
| <b>Week 10</b> | Review and Graduation   | Review and Graduation  | Review and Graduation            |