



CURRICULUM FRAMEWORK

Grade Level: fourth grade
Duration: 1 week

Subject Area: Social Studies
 Unit: 2 Texas Long Ago
 Chapter 3: The Earliest Texans
 Lesson 1: People of the Western Hemisphere

Six Weeks: Week 1 of 2nd 6 weeks
 Date:

GOAL	To Be Determined			
DESCRIPTION/ ABSTRACT OF LESSON				
<p>TEKS TAKS Objectives</p>	<p>(1) History. The student understands the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European exploration. The student is expected to:</p> <p>(A) Identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived.</p> <p>(B) Compare the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration</p> <p>(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>(A) Apply geographic tools, including grid system, legends, symbols, scales, and compass roses, to construct and interpret maps.</p> <p>(B) Translate geographic data into a variety of formats such as raw data to graphs and maps.</p> <p>(7) Geography. The student understands the concept of regions. The student is</p>	<p>(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p> <p>(B) Explain patterns of settlement at different time periods in Texas.</p> <p>(D) Explain the geographic factors that influence patterns of settlement and the distribution of population in Texas, past and present.</p> <p>(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:</p> <p>(A) Describe ways people have adapted to and modified their environment in Texas, past and present.</p> <p>(B) Identify 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.</p> <p>(10) Economics. The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere. The student is</p>	<p>(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>(A) Differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas.</p> <p>(B) 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.</p> <p>(C) Organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.</p> <p>(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>TAKS Objectives Reading TAKS 4.10G, 4.9B, 4.10F, 4.10I Writing TAKS</p>