

# Grade Four Social Studies Curriculum

## *Preface, Summer 2010*

In an increasingly global society, it has become even more vital for our students to think critically about their world. To do this, students must develop a solid working knowledge of geographical implications, historical conflicts and resolutions, civic principles and economic frameworks. In the fourth grade, students will be exposed to these disciplines as they discover how they apply to both our nation and the state of Texas.

While these might seem to be lofty goals, they are actually quite achievable in the course of a single academic year. There are two ways for teachers to approach these seemingly diverse strands of study:

1. **Strand Strategy:** Obviously, each of these strands is clearly related within the Social Studies. That said, they can be approached in a logical progression which will scaffold students' knowledge of the United States and Texas.
  - Quarter 1: Geography. Apply the 5 themes of Geography to the United States and teach students how to use geographic tools. Then reinforce the same knowledge and use of tools to the state of Texas.
  - Quarter 2: History. Use Texas History as a vehicle to address the Diocesan standards. As you teach the "story of Texas," point out trends in United States history. Reinforce geography as you teach the history of the state.
  - Quarter 3: Civics. Prepare students to fulfill their civic responsibilities on the national and state level. Reinforce geography and history where appropriate.
  - Quarter 4: Economics. Teach economic principles, as informed by the geography, history and civic ideals of the United States and Texas.
2. **Linear Strategy:** Progress chronologically through Texas history. As you teach about the various eras of Texas' development, *infuse* your lessons with geographic, civic and economic principles and skills.

While the variety of fourth grade Social Studies standards presents a challenge, it also presents a great opportunity for teacher choice and creativity! In ensuring students' competence in geography, state history, civics and economics, you are ensuring their success in future Social Studies courses.