

- 3.10c** Identify and explain the importance of obeying laws and voting
- 4.15a,b** Compare Native-American groups' government, and characteristics of Spanish and Mexican colonial governments.
- 4.16b** Explain the three branches of state government
- 5.17a,b,c** Identify and explain the three branches of government, checks and balances, and the federal system
- 6.11a** describe and compare characteristics of limited and unlimited governments & limited power
- 7.14. a,b** Identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balance, federalism, separation of powers, popular sovereignty, and individual rights.
- 8.16d** Analyze how the U.S. constitution reflects the principles of limited government, republicanism, checks and balance, federalism, separation of powers, popular sovereignty, and individual rights.
- 8.16 d tested in 10th and 11th grades. (Graduation depends on it.)**

Focus: History: Chronological events - Spiraled TEKS:

- K.3b** – Use vocabulary related to time and chronology, including before, after, next, first, and last.
- 1.3a,b,c** – Distinguish among past, present, and future; create a calendar or timeline, and use vocabulary including yesterday, today and tomorrow.
- 2.2a,b,c,d** – Describe the order of events by using designations of time periods such as ancient and modern times; use vocabulary including past, present and future; create and interpret timelines, describe and measure calendar time by days, weeks, months, and years.
- 3.3a,b,c** – Use vocabulary including ancient and modern times, past, present, and future; create and interpret timelines; describe historical times in terms of years, decades, and centuries.
- 4th and 5th** – TEKS require students to use Cause and Effect as related to specific historical events to explain and evaluate.
- 6th**- Analyze the historical background of selected communities to evaluate relationships between past conflicts and current conditions.

Focus: History – Leadership - Spiraled TEKS:

- K.2a,b** – The student understands how ordinary people and historical figures have helped to shape the community, state, and nation. (Stephen F. Austin, George Washington)
- 1.2a,b** – Identify historic figures and contributions of such leaders as Sam Houston, Abraham Lincoln, Alexander Graham Bell, and Thomas Edison.
- 2.4a,b,c** – Identify historic figures and contributions of Henrietta King, Thurgood Marshall, Amelia Earhart and Robert Fulton, explaining their influence on history.
- 3.1a,b,c** – Describe how events and individuals have changed communities over time such as Pierre Charles L'Enfant, Christopher Columbus (Cristobal Colon), Meriwether Lewis and William Clark.
- 4.2b,d** – Identify the accomplishments of explorers such as Cabeza de Vaca, Christopher Columbus, Francisco Coronado, and Rene Robert Cavelier; and identify accomplishments of specific empresarios such as Moses Austin, Stephen F. Austin, and Martin de Leon
- 4.3e** - Identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau B.; Lamar, and Anson Jones.
- 5. 1b** Describe the accomplishments of significant colonial leaders such as Anne Hutchinson, William Penn, John Smith, and Roger Williams.
- 5.2a** – Identify the contributions of significant individuals during the revolutionary period including Thomas Jefferson and George Washington.
- 5.3a** – and of James Madison and Roger Sherman who helped create the U.S. Constitution
- 5.5b** – and for the 20th century, identify the accomplishments of notable individuals such as Carrie Chapman Catt, Dwight D. Eisenhower, Martin Luther King, Jr., Rosa Parks, Colin Powell, and Franklin D. Roosevelt.
- 6.2a,b** – The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies, and can explain the significance of individuals or groups from selected societies, past and present, and can describe the influence of individual and group achievement on selected historical or contemporary societies.

Focus: Economics - Free Enterprise-Land, Labor, Capital, and Entrepreneurship - Spiraled TEKS:

K.6,7-Identify basic human needs (food clothing, shelter), and importance of jobs

1.7-Identify examples of goods and services, ways people exchange goods and services, and the role of markets in the exchange of goods and services.

2.9,10-Explain how work provides income to purchase good and services, choices people can make in the free-enterprise system to earn spend and save money. Distinguish between producing and consuming goods. Trace the development of a produce from a natural resource to a product.

3.6-Identify ways of earning, spending and saving money. Define and identify examples of scarcity and its impact on production, distribution, and consumption of goods and services, and its impact on interdependence within and among communities, and explain the concept of free-market.

4.12 Describe the development of free-enterprise in Texas and how it works, giving examples of it's benefits.

4.13 Describe the impact of mass production, specialization and division of labor on economic growth

5.13 Explain how supply and demand affects consumers in the US, and it's effects on business, industry, and agriculture...including the plantation system.

6.8-Compare ways societies organize the production and distribution of goods and services; and differentiate among traditional, market and command economies in contemporary societies, including the benefits of the U.S. free enterprise system, explaining the impact of scarcity on international trade, and economic interdependence among societies.

6.9-Describe ways in which factors of production (natural resources, labor, capital, and entrepreneurship) influence economies.

WG/WH-What is an economic system? (traditional/subsistence, command, free-market, mixed)

Focus: Geography – Landforms - Spiraled TEKS:

K.5-Identify the physical characteristics of places such as landforms, bodies of water, natural resources, and weather.

1.6-Identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather.

2.6-Identify major landforms and bodies of water, including continents and oceans on maps and globes.

3.4-Describe and explain variations in the physical environment including climate, landforms, natural resources and natural hazards.

4.7-Describe a variety of regions in Texas and the Western Hemisphere such as landform, climate and vegetation regions, and compare with the US and other parts of the world.

5.7-Describe a variety of regions in the US such as landforms, climate and vegetation regions that result from physical characteristics.

6.6-Describe and explain how physical processes such as erosion, ocean circulation, and earthquakes have resulted in physical patterns on the Earth's surface, and how those physical processes produce renewable and nonrenewable natural resources such as fossil fuels, fertile soils, and timber

WG/WH-How does geography influence a nation's destiny? Control of major water and land routes (**choke points**) provide nations an advantage in commerce and war.

Focus: Government – The Constitution (7 principles) - Spiraled TEKS:

K8a,b Identify purposes for having rules and identify rules that provide order, security, and safety in the home and school

K9a,b Identify authority figures in the home school, and community and explain how they make and enforce rules.

1.10a,b Explain the need for rules and laws in the home, school, and community; give examples of rules or laws that establish order, provide security, and manage conflict.

1.11b Describe the role of public officials as mayor, governor, and president and identify the responsibilities of authority figures in the home, school, and community.

2.11 a,b,c Identify functions, services of government, and how governments establish order, provide security, and manage conflict.

3.9a Explain the basic structure of government in the local community, and the importance of the consent of the governed.



Connecting Learning across Grade Levels Using the Social Studies Strands

Focus: Culture - Traditions and Customs - Spiraled TEKS:

K.12- Identify, explain, and compare family customs.

1.15- Describe and explain various beliefs, customs and traditions of families.

2.15- Identify and explain selected stories, poems, statues, painting and other examples of local cultural heritage

3.12- Explain and compare ethnic and/or cultural celebrations in Texas, the US, and other nations.

4.20- Identify similarities and differences in customs and traditions within and among various racial, ethnic, and religious cultural groups in Texas.

5.23- Identify similarities and differences in customs and traditions within and among various racial, ethnic, and religious cultural groups in the United States.

6.15- Define culture and cultural region, describe traits that define culture, analyze similarities and differences between world cultures.

6.17- Explain and analyze cultural borrowing. Evaluate the effects of cultural borrowing.

WG, WH –How do societies interact? (Migration, war, trade, inventions, ideas) When societies interact, customs change

Focus: Immigration: Why do people move from place to place? Push/pull factors - Spiraled TEKS:

K.4- Use terms including over, under, near, far, left and right to describe relative location.

K.15- gather oral information about a topic to make a report

1.4- Locate places using cardinal directions, describe location of self relative to other locations

1.17- obtain information about a topic using a variety of oral sources and visual sources, such as pictures, maps, news clips, videos, literature and artifacts.

2.7- Describe how weather patterns, natural resources, seasonal patterns and natural hazards affect activities and settlement patterns

2.8- Identify ways in which people have modified the physical environment such as building roads and clearing land.

3.1- Describe how individuals have contributed to the expansion of existing communities, or the creation of new communities.

4.2- Summarize the reasons for European exploration and settlement of Texas and the Western Hemisphere.

4.4- Explain the impact of railroads on life in Texas, including changes to cities and industry

4.8- Explain patterns of settlement at different time periods in Texas and the geographic factors that influence patterns of settlement and distribution of population

5.1- Explain where and why groups of people colonized and settled in the US.

5.4- Identify reasons people moved West.

5.8- Identify and explain geographic factors that influence patterns of settlement and the distribution of population in the US, past and present.

6.3 Pose and answer questions about geographic distributions and patterns for selected world regions and countries shown on maps, graphs, charts, models and databases and make comparisons

6.4- Identify and explain geographic factors responsible for patterns of population in places and regions, and explain ways in which human migration influence the character of places and regions

WG/WH- Why do people move from place to place? People migrate for push factors (negative conditions at home) or pull factors (opportunities in new places).