

## Curriculum Map

<b>Subject:</b> Social Studies	<b>Grade Level:</b> 6	<b>Sixth Week:</b> 3rd	<b>Week:</b> 1
<b>Instructional Focus Summary</b>	United States map: Pecos to New Jersey		
<b>TEKS/SE</b> <b>(Bolded TEKS/SE are assessed with TAKS)</b> <u>(Power TEKS/Student Expectations are Underlined)</u> <b>(TEKS below 80% passing on the last TAKS test)</b>	<u>6.3 Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions.</u> <u>(A) create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities</u> 6.22 Social studies skills. The student communicates in written, oral, and visual forms. (B) incorporate main and supporting ideas in verbal and written communication		
<b>Concepts/Vocabulary</b>			
<b>Resources</b>	Map of United States		
<b>Instructional Activities</b>	Students will plot a course from Pecos to New Jersey on the map. They will plot coordinates, naming the states and cities they traverse (at least twenty states). Students are to include the starting point of Pecos, Texas and ending point of Newark, New Jersey. Students will give directions of their journey utilizing the map compass rose and legend.		
<b>Assessment</b>	Comprehension checks, quizzes		
<b>Integration</b>	This assignment will coordinate with the reading story: Arthur's Surprise		
<b>Intervention</b>			
<b>Extension</b>	As an extension, students may use a holiday Thanksgiving football game schedule and name any cities which they traverse on their map where a game will be played.		

<b>Subject:</b> Social Studies	<b>Grade Level:</b> 6	<b>Sixth Week:</b> 3rd	<b>Week:</b> 2
<b>Instructional Focus Summary</b>	Chapter 20: Section 20.3 Mexico Today		
<b>TEKS/SE</b> <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>  <b>(TEKS below 80% passing on the last TAKS test)</b>	<p>6.15 Culture. The student understands the similarities and differences within and among cultures in different societies.  (A) define the concepts of culture and culture region  (B) describe some traits that define cultures</p> <p>6.16 Culture. The student understands that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another.  (A) identify institutions basic to all societies, including government, economic, educational, and religious institutions  (B) compare characteristics of institutions in selected contemporary societies</p> <p>6.18 Culture. The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them.  (A) explain the relationships that exist between societies and their architecture, art, music, and literature</p> <p><u>6.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</u>  <u>(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 selected world cultures</u>  <u>(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</u></p> <p>6.22 Social studies skills. The student communicates in written, oral, and visual forms.  (A) use social studies terminology correctly  <u>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</u></p>		
<b>Concepts/Vocabulary</b>	Vocabulary: plaza, adobe, federal republic, migrant worker, national debt, smog		
<b>Resources</b>	Textbook: Our World Today Videos: Unitedstreaming		
<b>Instructional Activities</b>	Students will write a letter		
<b>Assessment</b>	Comprehension checks, quizzes		
<b>Integration</b>	This chapter will coincide with Literature Text story: The Circuit		
<b>Intervention</b>			
<b>Extension</b>	Students will be given a map of the continents and countries. Students will be required to identify the continent of North America and country of Mexico		

	and three countries.
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<b>Instructional Focus Summary</b>	Cesar Chavez and Migrant Workers		
<b>TEKS/SE</b> <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>  <b>(TEKS below 80% passing on the last TAKS test)</b>	<p>6.2 History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies.  (A) explain the significance of individuals or groups from selected societies, past and present  (B) describe the influence of individual and group achievement on selected historical or contemporary societies</p> <p>6.4 Geography. The student understands the characteristics and relative locations of major historical and contemporary societies.  (A) locate major historical and contemporary societies on maps and globes</p> <p>6.7 Geography. The student understands the impact of interactions between people and the physical environment on the development of places and regions.  <u>(A) identify and analyze ways people have adapted to the physical environment in selected places and regions</u></p>		
<b>Concepts/Vocabulary</b>			
<b>Resources</b>	Videos: Unitedstreaming Library and internet		
<b>Instructional Activities</b>	Students are to conduct research as it relates to Cesar Chavez and his contribution to present day farmer's rights and the influences of his achievement.		
<b>Assessment</b>	Comprehension checks, quizzes		
<b>Integration</b>	This lesson is to coincide with Literature story: La Bamba		
<b>Intervention</b>			
<b>Extension</b>			

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<b>Instructional Focus Summary</b>	Chapter 15: Section 15.2 Other Countries of East Africa (Rwanda and Burundi)		
<b>TEKS/SE</b> <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>  <b>(TEKS below 80% passing on the last TAKS test)</b>	<p>6.15 Culture. The student understands the similarities and differences within and among cultures in different societies.  (B) describe some traits that define cultures  (C) <u>analyze the similarities and differences among selected world societies</u></p> <p>6.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.  (A) <u>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 selected world cultures</u>  (B) <u>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</u></p> <p>6.22 Social studies skills. The student communicates in written, oral, and visual forms.  (A) use social studies terminology correctly  (B) incorporate main and supporting ideas in verbal and written communication</p>		
<b>Concepts/Vocabulary</b>	Vocabulary: drought, plate, clan, endangered species, genocide, refugee		
<b>Resources</b>	Textbook: Our World Today; videos: Unitedstreaming		
<b>Instructional Activities</b>	Students are to research the countries of Rwanda and Burundi, their land, economy and people as they compare to our region (Pecos).		
<b>Assessment</b>	Comprehension checks, quizzes		
<b>Integration</b>	This lesson is to coincide with Literature story: Koko		
<b>Intervention</b>			
<b>Extension</b>	Students will be given a map of the continents and countries. Students will be required to identify the continent of Africa and three countries.		

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<b>Instructional Focus Summary</b>	Chapter 25: Section 25.2 Antarctica		
<b>TEKS/SE</b> <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>  <b>(TEKS below 80% passing on the last TAKS test)</b>	<u>6.3 Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions.</u> <u>(A) create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities</u>  6.6 Geography. The student understands the impact of physical processes on patterns in the environment. (A) describe and explain how physical processes such as erosion, ocean circulation, and earthquakes have resulted in physical patterns on Earth's surface  6.7 Geography. The student understands the impact of interactions between people and the physical environment on the development of places and regions. <u>(A) identify and analyze ways people have adapted to the physical environment in selected places and regions</u> (C) describe ways in which technology influences human capacity to modify the physical environment  <u>6.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</u> <u>(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</u> <u>(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps</u>		
<b>Concepts/Vocabulary</b>	Vocabulary: crevasse, ice shelf, iceberg, krill, ozone		
<b>Resources</b>	Textbook: Our World Today; videos: Unitedstreaming		
<b>Instructional Activities</b>			
<b>Assessment</b>	Comprehension checks, quizzes		
<b>Integration</b>	This lesson is to coincide with Literature story		
<b>Intervention</b>			
<b>Extension</b>	Students will be given a map of the continents and countries. Students will be required to identify the continent of Antarctica.		

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<b>Instructional Focus Summary</b>	Six weeks review		
<b>TEKS/SE</b> <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>  <b>(TEKS below 80% passing on the last TAKS test)</b>	<u>6.3 Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions.</u> <u>(A) create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities</u>  6.6 Geography. The student understands the impact of physical processes on patterns in the environment. (A) describe and explain how physical processes such as erosion, ocean circulation, and earthquakes have resulted in physical patterns on Earth's surface  6.7 Geography. The student understands the impact of interactions between people and the physical environment on the development of places and regions. <u>(A) identify and analyze ways people have adapted to the physical environment in selected places and regions</u> (C) describe ways in which technology influences human capacity to modify the physical environment  <u>6.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</u> <u>(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</u> <u>(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps</u>		
<b>Concepts/Vocabulary</b>			
<b>Resources</b>	Textbook: Our World Today; videos: Unitedstreaming		
<b>Instructional Activities</b>	Students will review concepts covered in preceding five weeks.		
<b>Assessment</b>	Benchmark exam		
<b>Integration</b>			
<b>Intervention</b>			
<b>Extension</b>	Students will be required to identify continents and countries on a map of the world.		