

Curriculum Map

Subject: Social Studies	Grade Level: 1	Sixth Week: 4th	Week: 1
Instructional Focus Summary	<p>The students will learn the following:</p> <p><i>Families celebrate special times together.</i></p>		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>Social Studies TEKS:</p> <p><u>1.2: B-Compare the observance of holidays and celebrations, past and present.</u></p> <p>1.14A-Describe ways that families meet basic human needs. 1.14B-Describe similarities and differences in ways families meet basic human needs. 1.15A- Describe various beliefs, customs, and traditions of families and explain their importance. 1.16B-Describe how technology has changed communication, transportation, and recreation.</p> <p>READING TAKS</p> <p>OBJ. 1: The student will demonstrate a basic understanding of culturally diverse written texts.</p> <p>OBJ. 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.</p> <p>OBJ. 3: The student will use a variety of strategies to analyze culturally diverse written texts.</p> <p>OBJ. 4: The student will apply critical thinking skills to analyze culturally diverse written texts.</p> <p>WRITING TAKS</p> <p>OBJ. 1: The student will, within a given context, produce an effective composition for a specific purpose.</p> <p>4.15A: Write to express, discover, record, develop, reflect on ideas, and to problem solve. 4.15C: Write to inform such as to explain, describe, report, and narrate.</p>		
Concepts/ Vocabulary	<p>Unit Concept:</p> <ol style="list-style-type: none"> 1. <i>Identify some of the special days that families celebrate and explain their importance.</i> 2. <i>Recognize that families celebrate special times in different ways.</i> 3. <i>Recognize that people can celebrate by writing about something special.</i> 4. <i>Learn what it means to feel proud.</i> <p>Unit Vocabulary: <i>celebrate, holiday</i></p>		
Resources	<p>Unit Big Book Practice and Activity Book Vocabulary Power Read-Aloud Anthology Leveled Readers Graphic Organizer and Map Transparencies Graphic Organizer Answer Book National Geographic Primary Atlas Geo Big Book Outline Maps TAKS Test Preparation and Practice Book</p>		
Instructional Activities	<ol style="list-style-type: none"> 1. Activate prior knowledge, build background. 2. Read to find out. 3. Teach daily objective. 4. Review and assess. 		

<p>Assessment</p>	<p>Ongoing: Reading checks Informal: Easy, On-Level and Challenge activities. P.2E Formal: Think and Write! Pages 17, 21, 27, 33, 39, 45. Try the Skill pages 29, 35, 41 Unit Review pages 52-55 Unit Test pages T7-T8. Performance: Pupil Edition pages 3,4 Unit Activity page 52-55.</p>
<p>Integration</p>	<p>Reading mini-lessons-Compare and Contrast p.18 Math--(graphing families) Language Arts—Compose their own “pride” poem</p>
<p>Intervention</p>	<p>Lesson 2-Have children design and decorate paper plate masks appropriate for different celebrations. Lesson 2—Have small groups brainstorm a list of songs associated with celebrations. Then have each group choose one son and perform it for the class.</p>
<p>Extension</p>	<p>Intervention strategies are stated above. Extension activities are: Lesson 2—Have small groups brainstorm a list of songs associated with celebrations. Then have each group choose one son and perform it for the class.</p>

Subject: Social Studies	Grade Level: 1	Sixth Week: 4th	Week: 2
Instructional Focus Summary	<p>The students will learn the following:</p> <ol style="list-style-type: none"> 1. <i>Recognize how household tools and appliances have changed the way families live.</i> 2. <i>Identify ways technology has changed communication.</i> 		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>Social Studies TEKS:</p> <p><u>1.2:B-Compare the observance of holidays and celebrations, past and present.</u></p> <p>1.1B-Identify historic figures such as Alexander Graham Bell and Thomas Edison who have exhibited a love of individualism and inventiveness.</p> <p><u>1.3B-Create a calendar or timeline</u></p> <p>1.7A-Identify examples of goods and services in the home, school and community</p> <p>1.16A- Describe how household tools and appliances have changed the ways families live.</p> <p>1.17A-Obtain information about a topic using a variety of oral sources such as conversation, interviews, and music.</p> <p>1.17B-Obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer images, literature, and artifacts.</p> <p>READING TAKS</p> <p>OBJ. 1: The student will demonstrate a basic understanding of culturally diverse written texts.</p> <p>OBJ. 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.</p> <p>OBJ. 3: The student will use a variety of strategies to analyze culturally diverse written texts.</p> <p>OBJ. 4: The student will apply critical thinking skills to analyze culturally diverse written texts.</p> <p>WRITING TAKS</p> <p>OBJ. 1: The student will, within a given context, produce an effective composition for a specific purpose.</p> <p><u>3.9C: Retell or act out the order of important events in stories.</u></p> <p><u>3.11H: Analyze characters, including their traits, feelings, relationships, and changes.</u></p> <p><u>3.9F: Make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions.</u></p>		
Concepts/ Vocabulary	<p>Unit Concept:</p> <ol style="list-style-type: none"> 1. <i>Recognize how household tools and appliances have changed the way families live.</i> 2. <i>Identify ways technology has changed communication.</i> <p>Unit Vocabulary: <i>technology, past & present</i></p>		
Resources	<p>Unit Big Book Practice and Activity Book Vocabulary Power Read-Aloud Anthology Leveled Readers Graphic Organizer and Map Transparencies Graphic Organizer Answer Book National Geographic Primary Atlas Geo Big Book Outline Maps TAKS Test Preparation and Practice Book</p>		
Instructional	<ol style="list-style-type: none"> 5. Activate prior knowledge, build background. 		

Activities	6. Read to find out. 7. Teach daily objective. 8. Review and assess.
Assessment	Ongoing: Reading checks Informal: Easy, On-Level and Challenge activities. Formal: Think and Write! Pages 17, 21, 27, 33, 39, 45. Try the Skill pages 29, 35, 41 Unit Review pages 52-55 Unit Test pages T7-T8. Performance: Pupil Edition pages 29, 41, 53 Unit Activity page 55.
Integration	Reading mini-lessons-Sequence p.42 Math—Make a timeline Science-Have students create models of inventions using recycled materials
Intervention	Lesson 6-Show children a postage stamp with a picture of a person from history. Have each child design a postage stamp for a good citizen they know.
Extension	Intervention strategies are stated above. Extension activities are: Lesson 6—Have children make model telephones with two paper cups and a piece of string. Teachers Edition p.45

Subject: Social Studies	Grade Level: 1	Sixth Week: 4th	Week: 3
Instructional Focus Summary	<p>The students will learn the following:</p> <ol style="list-style-type: none"> 1. Recognize that transportation moves people and things from one place to another. Describe how technology has changed transportation in the past and may change it in the future. 		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>Social Studies TEKS:</p> <p>1.3A- Distinguish among past, present, and future 1.3C-Use vocabulary related to chronology, including yesterday, today and tomorrow. 1.7A-Identify examples of goods and services in the home, school and community. 1.16A Describe how household tools and appliances have changed the ways families live. 1.16B-Describe how technology has changed communication, transportation and recreation. 1.17A-Obtain information about a topic using a variety of oral sources such as conversation, interviews, and music. 1.17C-Sequence and categorize information. 1.17D-Identify main ideas from oral, visual and print sources.</p> <p>READING TAKS</p> <p>OBJ. 1: The student will demonstrate a basic understanding of culturally diverse written texts.</p> <p>OBJ. 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.</p> <p>OBJ. 3: The student will use a variety of strategies to analyze culturally diverse written texts.</p> <p>OBJ. 4: The student will apply critical thinking skills to analyze culturally diverse written texts.</p> <p>WRITING TAKS</p> <p>OBJ. 1: The student will, within a given context, produce an effective composition for a specific purpose.</p> <p><u>3.9C: Retell or act out the order of important events in stories.</u> <u>3.11H: Analyze characters, including their traits, feelings, relationships, and changes.</u> <u>3.9F: Make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions.</u></p>		
Concepts/ Vocabulary	<p>Unit Concept:</p> <ol style="list-style-type: none"> 1. Demonstrate how to use a chart that both organizes and categorizes information. 2. Recognize that transportation moves people and things. 3. Describe how technology has changes transportation. <p>Unit Vocabulary: <i>transportation</i></p>		
Resources	<p>Unit Big Book Practice and Activity Book Vocabulary Power Read-Aloud Anthology Leveled Readers Graphic Organizer and Map Transparencies Graphic Organizer Answer Book National Geographic Primary Atlas Geo Big Book Outline Maps TAKS Test Preparation and Practice Book</p>		
Instructional	<ol style="list-style-type: none"> 9. Activate prior knowledge, build background. 		

Activities	<p>10. Read to find out. 11. Teach daily objective. 12. Review and assess.</p>
Assessment	<p>Ongoing: Reading checks Informal: Easy, On-Level and Challenge activities. Formal: Think and Write! Pages 17, 21, 27, 33, 39, 45. Try the Skill pages 29, 35, 41 Unit Review pages 52-55 Unit Test pages T7-T8. Performance: Pupil Edition pages 29, 41, 53 Unit Activity page 55.</p>
Integration	<p>Reading mini-lessons-Compare and Contrast Math-Make a class chart that shows how children get to school p. 40</p>
Intervention	<p>Lesson 5-Have children pantomime using different transportation for others to guess</p>
Extension	<p>Intervention strategies are stated above. Extension activities are: Lesson 5—Ask children to write simple riddles about transportation for others to answer</p>

Subject: Social Studies	Grade Level: 1	Sixth Week: 4th	Week: 4
Instructional Focus Summary	<p>The students will learn the following:</p> <ol style="list-style-type: none"> 1. <i>Explain why Abraham Lincoln is considered a great President.</i> 2. <i>Learn some facts about Lincoln.</i> 3. <i>Use sequence to retell some important events in Abraham Lincoln's life.</i> 		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>Social Studies TEKS:</p> <p>1.1A-Identify contributions of historical figures such as Sam Houston and Abraham Lincoln who have influenced the community, state, and nation.</p> <p>1.1C-Compare the similarities and differences among the lives and activities of historical figures who have influenced the community, state, and nation.</p> <p>1.3C-Use vocabulary related to chronology, including yesterday, today and tomorrow.</p> <p>1.3A-Distinguish among past, present, and future.</p> <p>1.13C- Use vocabulary related to chronology, including yesterday, today and tomorrow.</p> <p>1.12B-Identify historic figures such as Clara Barton, Nathan Hale, and Eleanor Roosevelt who have exemplified good citizenship.</p> <p>1.17A-Obtain information about a topic using a variety of oral sources such as conversation, interviews, and music.</p> <p>1.17B-Obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer images, literature, and artifacts.</p> <p>READING TAKS</p> <p>OBJ. 1: The student will demonstrate a basic understanding of culturally diverse written texts.</p> <p>OBJ. 3: The student will use a variety of strategies to analyze culturally diverse written texts.</p> <p>OBJ. 4: The student will apply critical thinking skills to analyze culturally diverse written texts.</p> <p>WRITING TAKS</p> <p><u>4.15A-write to express, (discover, record,) develop reflect on ideas, and to problem solve.</u></p> <p><u>4.15C- Write to inform such as to explain, describe, (report) and narrate solve.</u></p> <p><u>4.19C-Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.</u></p>		
Concepts/ Vocabulary	<p>Unit Concept:</p> <ol style="list-style-type: none"> 1. <i>What is history? History the story of the past.</i> 2. <i>How can you learn about your family's history?</i> <p>Unit Vocabulary: <i>history, time line, hero, main idea</i></p>		
Resources	<p>Unit Big Book Practice and Activity Book Vocabulary Power Read-Aloud Anthology Leveled Readers</p>		

	<p>Graphic Organizer and Map Transparencies Graphic Organizer Answer Book National Geographic Primary Atlas Geo Big Book Outline Maps TAKS Test Preparation and Practice Book</p>
Instructional Activities	<ol style="list-style-type: none"> 3. Activate prior knowledge, build background. 4. Read to find out. 5. Teach daily objective. 6. Review and assess.
Assessment	<p>Ongoing: Reading checks p.248 Informal: Easy, On-Level and Challenge activities. P.249 Unit Review Performance 225 Pupil Edition pages p.50 Unit Activity page 278</p>
Integration	<p>Reading mini-lessons-Sequence p.248, 249, 251</p> <ol style="list-style-type: none"> 1. Have children list facts about Abraham Lincoln's life. 2. Help children put the facts in order. Then write one fact in each box in sequence. Use the sequence chart shown and then expand it. 3. Summarize the life of Abraham Lincoln.
Intervention	<p>Help children make a picture web with Abraham Lincoln in the center. Then have them draw pictures about Lincoln and add them to the webs.</p>
Extension	<p>Intervention strategies are stated above. Extension activities are:</p> <p>Lesson 5 p.249- Invite each child to honor Abraham Lincoln by making a small memorial to him, such as writing a poem or drawing a picture.</p> <p>Have children work in pairs to write five questions that they might ask Abraham Lincoln. Then they can role-play their interviews for the class.</p>

Subject: Social Studies	Grade Level: 1	Sixth Week: 4th	Week: 5
Instructional Focus Summary	<p>The students will learn the following:</p> <ol style="list-style-type: none"> 1. Identify ways that Susan B. Anthony worked to help women. P.252-255 2. Describe how women's rights have changed. 		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>Social Studies TEKS:</p> <p>1.1A-Identify contributions of historical figures such as Sam Houston and Abraham Lincoln who have influenced the community, state, and nation.</p> <p><u>1.1C-Compare the similarities and differences among the lives and activities of historical figures who have influenced the community, state, and nation.</u></p> <p>1.3C-Use vocabulary related to chronology, including yesterday, today and tomorrow.</p> <p>1.3A-Distinguish among past, present, and future.</p> <p><u>1.13C- Use vocabulary related to chronology, including yesterday, today and tomorrow.</u></p> <p>1.12B-Identify historic figures such as Clara Barton, Nathan Hale, and Eleanor Roosevelt who have exemplified good citizenship.</p> <p>1.17A-Obtain information about a topic using a variety of oral sources such as conversation, interviews, and music.</p> <p>1.17B-Obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer images, literature, and artifacts.</p> <p>READING TAKS</p> <p>OBJ. 1: The student will demonstrate a basic understanding of culturally diverse written texts.</p> <p>OBJ. 3: The student will use a variety of strategies to analyze culturally diverse written texts.</p> <p>OBJ. 4: The student will apply critical thinking skills to analyze culturally diverse written texts.</p> <p>WRITING TAKS</p> <p><u>4.15A-write to express, (discover, record,) develop reflect on ideas, and to problem solve.</u></p> <p><u>4.15C- Write to inform such as to explain, describe, (report) and narrate solve.</u></p> <p><u>4.19C-Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.</u></p>		
Concepts/ Vocabulary	<p>Unit Concept:</p> <ol style="list-style-type: none"> 1. What is history? History the story of the past. 2. How can you learn about your family's history? <p>Unit Vocabulary: <i>history, time line, hero, main idea</i></p>		
Resources	<p>Unit Big Book Practice and Activity Book Vocabulary Power Read-Aloud Anthology Leveled Readers</p>		

	<p>Graphic Organizer and Map Transparencies Graphic Organizer Answer Book National Geographic Primary Atlas Geo Big Book Outline Maps TAKS Test Preparation and Practice Book</p>
Instructional Activities	<ol style="list-style-type: none"> 7. Activate prior knowledge, build background. 8. Read to find out. 9. Teach daily objective. 10. Review and assess.
Assessment	<p>Ongoing: Reading checks p.252 Informal: Easy, On-Level and Challenge activities. P.257 Unit Review Performance 225 Pupil Edition pages p.49 Unit Activity page 278</p>
Integration	<p>Reading mini-lessons-Making Predictions p.252, 253, 254</p> <ol style="list-style-type: none"> 3. Have children read the first two pages of the lesson with children, make a chart with facts from the pages you have read already. Then fill in the right side with children's predictions about what they will find out next. P.252 4. Read the second half of the lesson with children and have them check their predictions against what they read.
Intervention	<p>Have children draw pictures showing such events as Susan B. Anthony speaking to a crowd or women going to vote.</p>
Extension	<p>Intervention strategies are stated above. Extension activities are:</p> <ol style="list-style-type: none"> 1. Have children brainstorm and dictate possible headlines. 2. Have children write or dictate information for the related articles.

Subject: Social Studies	Grade Level: 1	Sixth Week: 4th	Week: 6
Instructional Focus Summary	<p>The students will learn the following: pgs.180-183</p> <ol style="list-style-type: none"> 1. <i>Identify a variety of jobs that people perform.</i> 2. <i>Describe the responsibilities and characteristics of good workers in a variety of jobs.</i> 		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>Social Studies TEKS:</p> <p>1.6C-Identify and describe the human characteristics of places such as types of houses and ways of earning a living. 1.7A-Identify examples of goods and services in the home, school, and community. 1.7B-Identify ways people exchange goods and services. 1.8A-Identify examples of people wanting more than they can have. 1.9A Describe the requirements of various jobs and the characteristics of a job well-performed. 1.9B-Describe how specialized jobs contribute to the production of goods and services. 1.16C-Describe how technology has changed the way people work.</p> <p>READING TAKS</p> <p>OBJ. 1: The student will demonstrate a basic understanding of culturally diverse written texts.</p> <p>OBJ. 3: The student will use a variety of strategies to analyze culturally diverse written texts.</p> <p>OBJ. 4: The student will apply critical thinking skills to analyze culturally diverse written texts.</p> <p>WRITING TAKS</p> <p><u>4.15A-write to express, (discover, record,) develop reflect on ideas, and to problem solve.</u></p> <p><u>4.15C- Write to inform such as to explain, describe, (report) and narrate solve.</u></p> <p><u>4.19C-Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.</u></p>		
Concepts/ Vocabulary	<p>Unit Concept:</p> <ol style="list-style-type: none"> 1. <i>Identify a variety of jobs that people perform.</i> 2. <i>Describe the responsibilities and characteristics of good workers in a variety of jobs.</i> <p>Unit Vocabulary: <i>volunteers, goods, factory, trade</i></p>		
Resources	<p>Unit Big Book Practice and Activity Book Vocabulary Power Read-Aloud Anthology Leveled Readers Graphic Organizer and Map Transparencies Graphic Organizer Answer Book National Geographic Primary Atlas Geo Big Book Outline Maps TAKS Test Preparation and Practice Book</p>		
Instructional	<ol style="list-style-type: none"> 11. Activate prior knowledge, build background. 12. Read to find out. 		

Activities	<p>13. Teach daily objective. 14. Review and assess.</p>
Assessment	<p>Ongoing: Reading checks p. 181 Informal: Easy, On-Level and Challenge activities. P. 181 Unit Review Performance 213 Pupil Edition pages p.36 Unit Activity page 213</p>
Integration	<p>Reading mini-lessons-Main Idea p.180</p> <ol style="list-style-type: none"> 3. Have children write jobs in the center of a word web. 4. As you read with children, ask them to find examples of jobs and add them to the web. 5. After children have finished the lesson, ask one or two children to use the completed web to tell the main idea.
Intervention	<p>Have children draw a picture of themselves doing a job. Display pictures and have children tell why they think they might be good at this job.</p>
Extension	<p>Intervention strategies are stated above. Extension activities are: p.181</p> <ol style="list-style-type: none"> 1. Have children brainstorm a list of job categories to pantomime. Have members of each group act out some jobs for other groups to guess. 2. Have children think of a worker who helps others. Have one child at a time interview the worker in front of the class.