

Curriculum Map

Subject: Social Studies	Grade Level: 4th	Sixth Week: 3 rd	Week: 1												
Instructional Focus Summary	The student will learn the geography of the patterns of settlement of Native Americans and the student will learn about the Native Americans of the Coastal Plains.														
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p>4.1 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 (A) identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived (B) <u>compare the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration</u></p> <p>4.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. <u>(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps</u></p>														
Concepts/ Vocabulary	<table border="0"> <tr> <td>native american</td> <td>atlatis</td> </tr> <tr> <td>western hemisphere</td> <td>agriculture</td> </tr> <tr> <td>regions</td> <td>culture</td> </tr> <tr> <td>continents</td> <td>quarry</td> </tr> <tr> <td>inhabitants</td> <td>archaeologist</td> </tr> <tr> <td>descendant</td> <td>artifact</td> </tr> </table>			native american	atlatis	western hemisphere	agriculture	regions	culture	continents	quarry	inhabitants	archaeologist	descendant	artifact
native american	atlatis														
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Resources	Textbook P. 89-93 Transparency 90														
Instructional Activities	WkBk. P. 18 and 19 Map of "The Indians" Transparency 24														
Assessment	Activities and worksheets														
Integration	Reading non-fiction texts														
Intervention															
Extension															

Subject: Social Studies	Grade Level: 4th	Sixth Week: 3rd	Week: 2
Instructional Focus Summary	The student will identify Native American groups that lived in the Coastal Plains Region. The student will learn about the ways of life of these groups.		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p>4.1 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 (A) identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived <u>(B) compare the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration</u></p> <p>4.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. <u>(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps</u></p>		
Concepts/ Vocabulary	Migrate Confederacy Nomad Dugout canoe		
Resources	Textbook p. 96-100		
Instructional Activities	Wkbk. P.21 Graphic organizer (compare and contrast) 2 groups T-13 graphic organizer (other groups) Fact file p.99 Textbook		
Assessment	Worksheets and activities		
Integration	Read non-fiction texts		
Intervention			
Extension	Art p.2 and p.5		

Subject: Social Studies	Grade Level: 4th	Sixth Week: 3 rd	Week: 3
Instructional Focus Summary	The student will identify Native American groups that lived in the Mountain and Plains Region and learn about their way of life.		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p>4.1 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 (A) identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived <u>(B) compare the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration</u></p> <p>4.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. <u>(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps</u></p>		
Concepts/ Vocabulary	<p>pueblo adobe government tepee travois</p>		
Resources	Textbook p.102-106		
Instructional Activities	<p>Wkbk. P. 23 Graphic organizer (Jumanos &Comanches) Graphic organizer (other groups) p. 105 fact file-Textbook</p>		
Assessment	Worksheets and activities		
Integration	Read non-fiction texts		
Intervention			
Extension	Art p. 3 & p.4		

Subject: Social Studies	Grade Level: 4th	Sixth Week: 3 rd	Week: 5
Instructional Focus Summary	The student will review Chapter 3-Native American groups before European Exploration		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p>4.1 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 (A) identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived (B) <u>compare the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration</u></p> <p>4.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. <u>(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps</u></p>		
Concepts/ Vocabulary	Review words-Chapter 3		
Resources	Textbook-Chapter 3 pp.89-111		
Instructional Activities	<p>Wkbk. P.25 (Voc.Review)</p> <p>Map skill-transparency 34</p> <p>Map skill-p.37 (use p.98 Textbook)</p> <p>TAKS Reading wk.sheet</p>		
Assessment	Write about a Native American group of Texas. Worksheets and activities		
Integration	<p>The Legend of the Bluebonnet</p> <p>Picture dictionary</p> <p>Make a skin story</p>		
Intervention			
Extension	<p>The First People (packet)</p> <p>Art (Pueblo) p.4</p>		

Subject: Social Studies	Grade Level: 4th	Sixth Week: 3 rd	Week: 6
Instructional Focus Summary	The student will review Ch.3-Native American groups before European Exploration.		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p>4.1 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 (A) identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived (B) <u>compare the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration</u></p> <p>4.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. <u>(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps</u></p>		
Concepts/ Vocabulary	Review all vocabulary Ch.3		
Resources	Textbook pp.89-111 (Ch.3)		
Instructional Activities	All activities and worksheets for Ch.3		
Assessment	Activities and wk.sheets for Ch.3		
Integration	Read non-fiction texts		
Intervention			
Extension			