

Curriculum Map

Subject: <u>Social Studies</u>	Grade Level: <u>4</u>	Sixth Week: <u>5th</u>	Week: <u>1</u>
Instructional Focus Summary	Students will identify Moses Austin, Stephen F. Austin, and Martin de Leon, and explain their contributions to the settlement of Texas.		
TEKS/SE (Bolded TEKS/SE are assessed with TAKS) <u>(Power TEKS/Student Expectations are Underlined)</u> (TEKS below 80% passing on the last TAKS test)	<u>4.2 History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to: (D) identify the accomplishments of significant empresarios including Moses Austin, Stephen F. Austin, and Martin de Leon and explain their impact on the settlement of Texas.</u>		
Concepts/ Vocabulary	revolution immigrant empresario		
Resources	Social Studies Textbook p. 138-141 Workbook p. 31 (Voc. Preview) TAKS Practice Book (S.S.)		
Instructional Activities	Day 1-Read p. 138-141 (Colonists Come to Texas) Day 2-Discuss word meaning (Voc.) Day 3-"Gone to Texas" from TAKS Prac. S.S. Reading Day 4-Check strategies used by students for TAKS Prac. Reading using transparency Day 5- Art Activity (Stephen F. Austin) p.15		
Assessment	Student activities and worksheets		
Integration	Reading "Gone to Texas" TAKS Practice		
Intervention	Identify students who need extra help with Reading "Gone to Texas" and re-teach using small group.		
Extension	Write a letter to Stephen F. Austin to ask him to let you become a member of his colony in Texas.		

Subject: <u>Social Studies</u>	Grade Level: <u>4</u>	Sixth Week: <u>5th</u>	Week: <u>2</u>
Instructional Focus Summary	The student will identify the earliest settlers who faced the challenges of a new climate and conflict with Native Americans.		
TEKS/SE (Bolded TEKS/SE are assessed with TAKS) <u>(Power TEKS/Student Expectations are Underlined)</u> (TEKS below 80% passing on the last TAKS test)	4.2 History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to: (D) identify the accomplishments of significant empresarios including Moses Austin, Stephen F. Austin, and Martin de Leon and explain their impact on the settlement of Texas.		
Concepts/ Vocabulary	militia cash crop vaquero		
Resources	Social Studies Textbook p. 142-145 Workbook p. 32 Lesson 1: Colonists Come to Texas		
Instructional Activities	Day 1-Read p. 142-145 (The first Colonists) Day 2-Discuss Word Meaning (Voc. Words) Day 3-Complete workbook p. 32 (Colonists Come to Texas) Day 4-Reading – TAKS Practice Book S.S. “The Santa Fe Trail” and “Western Dreams” Day 5-Art Activity p. 16 (Empresarios)		
Assessment	Student Activities and Worksheets		
Integration	Reading – “The Santa Fe Trail” and “Western Dreams” from TAKS Prac. Bk. S.S.		
Intervention	Check Reading for understanding for TAKS Prac. Book and re-teach in small group.		
Extension	Lesson Review p. 145 (Check facts and Main Ideas)		

Subject: <u>Social Studies</u>	Grade Level: <u>4</u>	Sixth Week: <u>5th</u>	Week <u>3</u>
Instructional Focus Summary	Students will describe how the laws of the Mexican government led to problems with Anglo-American colonists in Texas.		
TEKS/SE (Bolded TEKS/SE are assessed with TAKS) <u>(Power TEKS/Student Expectations are Underlined)</u> (TEKS below 80% passing on the last TAKS test)	4.2 History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to: (E) identify the impact of Mexico's independence from Spain on the events in Texas.		
Concepts/ Vocabulary	right convention		
Resources	Social Studies Textbook p. 148-151 Workbook p. 33 (Lesson 2: Trouble Brews in Texas) TAKS Practice S.S.		
Instructional Activities	Day 1-Read p. 148-151 (Trouble Brews in Texas) Day 2-Discuss word meaning (Voc. Words) Day 3-"A Mexican Fiesta" Language Art and Reading from TAKS Prac. Day 4- Check Reading for Day 3 using transparency Day 5- Art Activity p. 17		
Assessment	Student Activities and Worksheets		
Integration	Language Arts and Reading "A Mexican Fiesta" TAKS Practice S.S.		
Intervention	Check for understanding on L.A and Reading Selection from TAKS Prac. and Voc. words. Use small group to re-teach.		
Extension	Write about Lorenzo de Zavala		

Subject: <u>Social Studies</u>	Grade Level: <u>4</u>	Sixth Week: <u>5th</u>	Week <u>4</u>
Instructional Focus Summary	The student will use line and bar graphs to acquire and present information.		
TEKS/SE (Bolded TEKS/SE are assessed with TAKS) <u>(Power TEKS/Student Expectations are Underlined)</u> (TEKS below 80% passing on the last TAKS test)	4.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: (B) translate geographic data into a variety of formats such as raw data to graphs and maps.		
Concepts/ Vocabulary	line graph bar graph		
Resources	Social Studies Textbook Workbook S.S.		
Instructional Activities	Day 1- Read p. 152 –153 and discuss voc. words Day 2- Discuss the questions on p. 153 (Think and Apply) Day 3- Students will complete a bar graph for the AR points in the classroom. Day 4-Continue with bar graph Day 5-Art activity p. 18 (The Settlers)		
Assessment	Student Activities and Worksheets		
Integration	Math bar graph		
Intervention	Re-teach bar graph using Math Textbook		
Extension	Apply skills p. 155 (Textbook) 1-3		

Subject: <u>Social Studies</u>	Grade Level: <u>4</u>	Sixth Week: <u>5th</u>	Week: <u>5</u>
Instructional Focus Summary	The students will review Chapter 5 (Texas Colonies and Conflicts.) The teacher will re-teach as necessary...		
<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><u>4.2 History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to: (D) identify the accomplishments of significant empresarios including Moses Austin, Stephen F. Austin, and Martin de Leon and explain their impact on the settlement of Texas. (E) identify the impact of Mexico's independence from Spain on the events in Texas.</u></p> <p><u>4.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: (B) translate geographic data into a variety of formats such as raw data to graphs and maps.</u></p>		
Concepts/ Vocabulary	<p>revolution convention</p> <p>immigrant line graph</p> <p>empresario bar graph</p> <p>militia</p> <p>cash crop</p> <p>vaquero</p> <p>right</p>		
Resources	Social Studies Textbook p. 138-153 Workbook p. 35 (Voc. Review)		
Instructional Activities	<p>Day 1- Students will review voc. words using cards in groups</p> <p>Day 2- Students will complete workbook p. 35 (Voc. Review)</p> <p>Day 3- Students will complete Ch. 5 questions(Teacher made)</p> <p>Day 4-Guided practice (correct Ch. 5 questions)</p> <p>Day 5- Art p. 19 (Log Cabin)</p>		
Assessment	Student activities, worksheets, and Chapter 5 questions		
Integration	Reading (Chapter 5 questions)		
Intervention	Re-teach Ch. 5 questions if necessary		
Extension	TAKS Reading "Texas, Our Texas" Sam Houston and The Old Three Hundred.		

Subject: <u>Social Studies</u>	Grade Level: <u>4</u>	Sixth Week: <u>5th</u>	Week: <u>6</u>
Instructional Focus Summary	The students will take a Benchmark Test.		
<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><u>4.2 History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to: (D) identify the accomplishments of significant empresarios including Moses Austin, Stephen F. Austin, and Martin de Leon and explain their impact on the settlement of Texas. (E) identify the impact of Mexico's independence from Spain on the events in Texas.</u></p> <p><u>4.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: (B) translate geographic data into a variety of formats such as raw data to graphs and maps.</u></p>		
Concepts/ Vocabulary	<p>revolution convention</p> <p>immigrant line graph</p> <p>empresario bar graph</p> <p>militia</p> <p>cash crop</p> <p>vaquero</p> <p>right</p>		
Resources	<p>Social Studies Textbook p. 138-153</p> <p>Workbook</p> <p>TAKS Practice S.S.</p>		
Instructional Activities	<p>Day 1- Review and Re-teach</p> <p>Day 2- Re-teach</p> <p>Day 3- Re-teach</p> <p>Day 4- Benchmark Test</p> <p>Day 5-Go over Benchmark Test</p>		
Assessment	Benchmark Test		
Integration	Reading, Language, and Math		
Intervention	Re-teach as necessary		
Extension	Read non-fiction texts		