



Grade 04 Social Studies Unit 07 Exemplar Lesson 01: The Republic of Texas

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child's teacher. (For your convenience, please find linked the TEA Commissioner's List of [State Board of Education Approved Instructional Resources](#) and Midcycle [State Adopted Instructional Materials](#).)

Lesson Synopsis

Students describe the successes, problems, and the organization of the Republic of Texas and how it affects Texans today.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. ~~sample phrase~~) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

- 4.3** *History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:*
 - 4.3C** Identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones.
 - 4.3D** Describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers.
- 4.6** *Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:*
 - 4.6A** Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.
- 4.8** *Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:*
 - 4.8B** Describe and explain the location and distribution of various towns and cities in Texas, past and present.
- 4.15** *Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:*
 - 4.15A** Identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents ~~such as the Muesebeck-Comanche Treaty~~.
 - 4.15B** Identify and explain the basic functions of the three branches of government according to the Texas Constitution.
- 4.17** *Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:*
 - 4.17D** Identify the importance of historical figures and important individuals who modeled active participation in the

Grade Social Studies Unit 7 Exemplar Lesson 01

Arturo Cuomo



Grade Social Studies Unit 7 Exemplar Lesson 01:

Argumentative Writing in a Second Language Alan R. Hirvela, Diane Belcher, 2021-12-13 *Argumentative Writing in a Second Language* is a collection on teaching argumentative writing offering multiple vantage points drawn from the contributors own teaching and research experiences The value of learning how to compose argumentative texts cannot be overstated and yet very little attention has been allocated to the equally important topic of how argumentation is or can be taught in the L2 context Thus this volume shifts attention to teachers and argumentative writing instruction especially within increasingly common multimodal and digital literacy settings While doing so it provides a comprehensive wide ranging view of the L2 argumentative writing landscape within an instructional lens Part I of the volume is topic oriented and focuses on explorations of important issues and perspectives while Part II features several chapters reporting classroom based studies of a variety of instructional approaches that expand our understanding of how argumentative writing can be taught The book will be of value to pre service and in service teachers in varying instructional contexts as well as teacher educators and L2 writing scholars researchers

Resources in Education ,2000-10 Research in Education ,1971-12 *English Language Arts, Grade 7 Module 3A* PCG Education,2015-12-14 Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career s instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6 12 PCG Education provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches Paths offers schools and districts a unique approach to ensuring college and career readiness

for all students providing state of the art curriculum and state of the art implementation **Using Literacy Strategies to Enhance Social Studies Education in Elementary Classrooms** Kristy A. Brugar, Kathryn L. Roberts, 2025-04-09

Elementary teachers often with their students for most or all of the day have the opportunity to creatively integrate instruction across classes In this text we explore meaningful pedagogical cross over that goes beyond the surface level to build strong foundations and deep connections for teaching and learning in interdisciplinary ways *Common Core Standards a Step-By-Step Approach: English Language Arts - Grades K-5* Toby Karten, 2012-01-01 Give your students a head start in achieving the critical knowledge and skills identified in the K 5 English Language Arts Common Core State Standards Common Core Standards A Step by Step Approach English Language Arts Grades K 5 is an essential tool for all ELA teachers striving to ensure students meet these standards in each of the four strands of the ELA Reading Writing Speaking and Listening and Language Written by Toby Karten an educator with more than 30 years of experience this valuable six page tri fold laminated guide includes Classroom management tips Core materials and resources Good teaching and assessment practices Additionally this valuable guide provides teachers with a step by step approach to teaching students in grades K 5 the literacy skills they need to meet the English and Language Arts Standards according to the CCS In one easy to read reference this approach is broken down by grade level and includes Review ELA standards from prior current and following years Determine student levels then decide topics for a particular time frame for small groups and individuals Share these topics and goals with students in a child friendly language Create a task analysis of a standard that includes visuals and graphic organizers Revisit and adjust groups and individual lessons based on formal and informal tests and assessments An essential desktop tool for any literacy teacher striving to help students meet the CCSS **Index Medicus** ,2001-08 Vols for 1963 include as pt 2 of the Jan issue Medical subject headings **Resources in Education** ,1997 The Scholastican Review ,2010 *A Standard Dictionary of the English Language* Isaac Kaufman Funk,1894

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