

**FIFTH GRADE FOURTH NINE WEEKS – LISD Curriculum Overview All LISD Curriculum is written by LISD teachers under the guidance of LISD Curriculum Personnel.**

All LISD Curriculum is developed based on the Texas Essential Knowledge and Skills (TEKS) for each grade level. The TEKS are located on the TEA website ([http://www.tea.state.tx.us/index2.aspx?id=6148&menu\\_id=720&menu\\_id2=785](http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785)).

Reading Language Arts	Social Studies
<p style="text-align: center;"><b>Unit 8</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Use thinking strategies to comprehend text</li> <li>• Respond to text read, hear, or viewed</li> <li>• Analyze structure and elements across genres</li> <li>• Analyze and apply author’s craft</li> <li>• Plan, draft, revise, and edit imaginative compositions</li> </ul> <p style="text-align: center;"><b>Unit 9</b></p> <p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Use thinking strategies to comprehend text</li> <li>• Respond to text read, hear, or viewed</li> <li>• Analyze structure and elements across genres</li> <li>• Analyze and apply author’s craft</li> <li>• Plan, draft, revise, and edit informational and argumentative compositions</li> <li>• Correspondence writing</li> </ul>	<p style="text-align: center;"><b>Unit 7</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• 20th Century issues and events (Great Depression, World Wars, Civil Rights Movement)</li> <li>• 21st Century issues and events (War on Terror, 2008 election)</li> <li>• Impact of individuals on civil rights, women’s rights, military actions, and politics</li> <li>• Origin and significance of patriotic holidays</li> <li>• Impact of scientific discoveries and technological innovations in medicine, communication, and transportation</li> </ul>
Mathematics	Science
<p><b>Unit 8: Personal Financial Literacy</b> TEKS: 10ABCDEF, 1ABCDEFG</p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Manage financial resources effectively to ensure lifetime financial security.</li> <li>• Apply, represent, and communicate mathematical thinking to solve real-world problems.</li> <li>• Analyze mathematical relationships to make connections, develop strategies, and justify mathematical ideas and arguments.</li> </ul> <p><b>Review, Report, and Refresh</b></p>	<p><b>Organisms and Environments</b> <b>Unit 14: Inherited Traits vs. Learned Behaviors</b> <b>Content:</b></p> <ul style="list-style-type: none"> <li>• differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle (5.10B)</li> </ul> <p><b>Unit 15: Interdependency and Environmental Changes</b> <b>Content:</b></p> <ul style="list-style-type: none"> <li>• observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving</li> </ul>

**Review, Repeat, and Refresh**

**TEKS: TEKS based on student needs in addition to 1ABCDEFGF**

**Big Ideas:**

- Apply an understanding of Base-10 relationships to develop various strategies/methods for whole and positive rational number operations.
- Demonstrate the ability to determine efficient strategies and methods to solve problems accurately.
- Analyze, create, and extend patterns and relationships to select strategies and formulas to solve problems.
  
- Apply, represent, and communicate mathematical thinking to solve real-world problems.
- Analyze mathematical relationships to make connections, develop strategies, and justify mathematical ideas and arguments.

components (9A)

- describe the flow of energy within a food web, including the roles of the Sun, producers, consumers, and decomposers (9B)
- predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways(9C)

**PowerUP Review Stations based on Benchmark data April 23rd - May 8th**

**Process (Continued All Year):**

- Follow safe and ethical practices in their work in accordance with accepted science standards
- Address concepts and vocabulary in context
- Carefully implement studies of the natural world that can be tested by others
- Clearly communicate valid oral and written results
- Use critical thinking and problem solving to make decisions
- Use tools and models to investigate the natural world