



FIRST 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).

Integrated Language Arts and Social Studies

Language Arts

Unit I: Reading: Tell Me a Story; **Writing:** Imaginative Stories

Big Ideas:

- Demonstrate comprehension strategies (establish a purpose for reading, generate questions, make predictions, create mental images, make connections, make inferences) as well as discussing and responding to texts help them to understand an author's message.
- Understand that there are distinguishing structures and characteristics of genres (including folktales/fables, fantasy, drama, and informational text).
- Recognize that the choices authors make have a purpose
- Discuss elements of drama (characters and setting)
- Discuss topics and determine theme
- Use the writing process to compose imaginative stories

Unit J: Reading: Grow Plants Grow; **Writing:** Poetry

Big Ideas:

- Demonstrate comprehension strategies (establish a purpose for reading, generate questions, make predictions, create mental images, evaluate details, and monitor comprehension) as well as discussing and responding to texts help them to understand an author's message.
- Understand that there are distinguishing structures and characteristics of genres (including poetry, procedural text, and folktales).
- Recognize that the choices authors make have a purpose.
- Describe characters (reasons for their actions), setting and plot elements
- Discuss rhyme, rhythm, and alliteration in poems
- Use the writing process to compose poetry

Unit K: Reading: Dare to Dream; **Writing:** Informational

Big Ideas:

- Demonstrate comprehension strategies (establish a purpose for reading, generate questions, make connections, make predictions, create mental images, make inferences, and monitor comprehension) as well as discussing and responding to texts help them to understand an author's message.
- Understand that there are distinguishing structures and characteristics of genres (including informational text, realistic fiction, and poetry).
- Recognize that the choices authors make have a purpose.
- Discuss topics and determine theme
- Use the writing process to compose informational texts (research)

Social Studies

Unit G: How We Get What We Need

Big Ideas:

- Families meet basic human needs by working and earning money
- Goods and services can be exchanged.
- We can't always get what we want, so choices have to be made

Unit H: Inventors, Technology, and Society

Big Ideas:

- Technology affects daily life and how it has changed the way we live
- Historical figures contributed to improvements in the way we live
- Time can be measured by past, present, and future



| Mathematics | Science |
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| <p>Unit 7: 3D Geometric Figures TEKS: 6BE, 1ABCDEFG Big Ideas:</p> <ul style="list-style-type: none">Analyze mathematical relationships to make connections, develop strategies, and justify mathematical ideasApply, represent, and communicate mathematical thinking to solve real-world problems.Identify, describe and distinguish between attributes of two and three dimensional shapes <p>Unit 8: Measurement TEKS: 7ABCDE, 1ABCDEFG Big Ideas:</p> <ul style="list-style-type: none">Apply an understanding of Base 10 relationships to develop various strategies/methods for whole number computation.Demonstrate the ability to determine efficient strategies and methods to solve problems accurately.Recognize and represent the relationship between units of measurement and parts of a whole.Apply knowledge of measurable attributes to select and use units to describe length. <p>Unit 9: Data Analysis TEKS: 8ABC, 1ABCDEFG Big Ideas:</p> <ul style="list-style-type: none">Analyze mathematical relationships to make connections, develop strategies, and justify mathematical ideasApply, represent, and communicate mathematical thinking to solve real-world problems.Identify, describe and distinguish between attributes of two and three dimensional shapesOrganize data to make it useful for interpreting information and solving problems. <p>Unit 10: Personal Financial Literacy TEKS: 9ABCD, 1ABCDEFG Big Ideas:</p> <ul style="list-style-type: none">Analyze mathematical relationships to make connections, develop strategies, and justify mathematical ideasApply, represent, and communicate mathematical thinking to solve real-world problems.Manage financial resources effectively to ensure lifetime financial security. | <p>Organisms and Environments Unit 12: Characteristics and Needs of Plants and Animals (Continued from 3rd 9 Weeks)</p> <p>Big Ideas: Content:</p> <ul style="list-style-type: none">Differentiate between living and nonliving things based upon whether they have or have had basic needs and produce offspring (9A)investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats (10A)identify and compare the parts of plants (10B) <p>Unit 13: Life Cycles</p> <p>Big Ideas: Content:</p> <ul style="list-style-type: none">Identify and compare ways that young animals resemble their parents (10C)Observe and record life cycles of animals such as a chicken, frog, or fish (10D) <p>Unit 14: Environmental Interactions</p> <p>Big Ideas: Content:</p> <ul style="list-style-type: none">Gather evidence of interdependence among living organisms such as energy transfer in food chains or animals using plants for shelter (9C)Analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver (9B) <p>Process (Continued All Year):</p> <ul style="list-style-type: none">Follow safe and ethical practices in their work in accordance with accepted science standardsAddress concepts and vocabulary in contextCarefully implement studies of the natural world that can be tested by othersUsing evidence to answer questions, scientists clearly communicate valid oral and written resultsUse critical thinking and scientific problem-solving to make decisionsUse tools and models to investigate the natural world |