

**FOURTH 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)).

<b>Reading Language Arts</b>	<b>Social Studies</b>
<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 informational 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 argumentative and narrative 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>● Impact of the Great Depression, Dust Bowl, and World War II</li> <li>● How Texas, the United States, and other parts of the world are economically interdependent</li> </ul> <p style="text-align: center;"><b>Unit 8</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>● Impact of scientific discoveries on Texas</li> <li>● Customs, celebrations, and traditions of various cultural, regionals, and local groups</li> <li>● Similarities/differences among racial, ethnic, and religious groups in early Texas</li> <li>● Basic functions of the three branches of government according to the Texas Constitution</li> <li>● Important individuals who have participated in civic affairs</li> <li>● Participation of individuals in civic affairs</li> <li>● Individual responsibility in state and local elections</li> <li>● How to contact elected and appointed leaders</li> <li>● Leaders in state and local government</li> </ul>

<b>Mathematics</b>	<b>Science</b>
<p><b>Unit 8: Measurement</b> TEKS: 5CD, 8ABC, 1ABCDEFGF</p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Understand and apply relationships in measurement to select units, strategies, and tools to solve problems.</li> <li>• Apply, represent, and communicate mathematical thinking to solve real-world problems. <ul style="list-style-type: none"> <li>• Analyze mathematical relationships to make connections</li> </ul> </li> </ul> <p><b>Unit 9: Data Analysis</b> TEKS: 9AB, 1ABCDEFGF</p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Collect, organize, display, and interpret data to make it useful for solving problems.</li> <li>• Understand and apply relationships to select strategies to solve problems</li> <li>• Apply, represent, and communicate mathematical thinking to solve real-world problems.</li> <li>• Analyze mathematical relationships to make connections</li> </ul> <p><b>Unit 10: Personal Financial Literacy</b> TEKS: 10ABCDE, 1ABCDEFGF</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>Organisms and Environments</b> <b>Unit 12: Life Cycles of Plants and Animals</b></p> <p><b>Big Ideas:</b> <b>Content:</b></p> <ul style="list-style-type: none"> <li>• Explore, illustrate, and compare life cycles in living organisms such as beetles, crickets, radishes, or beans (10C)</li> </ul> <p><b>Unit 13: Structure and Function for Survival and Inherited Traits of Organisms</b> <b>Big Ideas:</b> <b>Content:</b></p> <ul style="list-style-type: none"> <li>• Explore how adaptations enable organisms to survive in their environment such as comparing birds' beaks and leaves on plants (10A)</li> <li>• Explore and describe examples of traits that are inherited from parents to offspring such as eye color and shapes of leaves. (10B)</li> <li>• Explore and describe that some behaviors are learned such as reading a book and a wolf pack teaching their pups to hunt effectively. (10B)</li> </ul> <p><b>Unit 14 : Energy for/ Adaptations of Organisms</b></p> <p><b>Big Ideas:</b> <b>Content:</b></p> <ul style="list-style-type: none"> <li>• Investigate that most producers need sunlight, water, and carbon dioxide to make their own food (9A)</li> <li>• Investigate that consumers are dependent on other organisms (plants or animals) for food (9A)</li> <li>• Describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web. (9B)</li> </ul> <p><b>Process (Continued All Year):</b></p> <ul style="list-style-type: none"> <li>• Follow safe and ethical practices in their work in accordance with accepted science standards</li> <li>• Address concepts and vocabulary in context</li> <li>• Carefully implement studies of the natural world that can be tested by others</li> <li>• Clearly communicate valid oral and written results</li> <li>• Use critical thinking and problem solving to make decisions</li> <li>• Use tools and models to investigate the natural world</li> </ul>