



## KINDERGARTEN 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)).

### Integrated Language Arts and Social Studies

#### Language Arts

**Unit G:** From Plant to Plate; **Writing** - Informational: Procedural

**Big Ideas:**

- Demonstrate comprehension strategies (create mental images, evaluate details, synthesize) as well as discuss and respond to texts to understand an author's message.
- Understand that there are distinguishing structures and characteristics of genres (poems, informational, biography, realistic fiction)
- Recognize characteristics of informational texts: central idea, titles, steps in a sequence
- Respond to texts oral, pictorial or written form, retelling, using newly acquired vocabulary
- Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression)
- Dictate, draw or write (label) to tell a story
- Genre characteristics of informational writing (title, organized facts)

**Unit F:** Animal Habitats; **Writing** - Research

**Big Ideas**

- Demonstrate comprehension strategies (make connections, make predictions, make inferences, evaluate details, synthesize information) as well as discuss and respond to texts to understand an author's message.
- Understand that there are distinguishing structures and characteristics of genres (informational text, fiction)
- Identify elements of a story including setting, character, and plot
- Identify central idea
- Respond to texts oral, pictorial or written form, retelling, using newly acquired vocabulary
- Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression)
- Dictate, draw or write (label) to share information
- Genre characteristics of research writing (title, organized facts)

#### Social Studies

**Unit E:** How We Get Our Wants and Needs

**Big Ideas:**

- basic human needs and wants are met in many ways
- there is a difference between wants and needs
- the value of jobs help us meet our basic human needs and wants

**Unit F:** Technology and Society

**Big Ideas:**

- technology helps us meet our needs and accomplish tasks

**Unit G:** People, Places, and Lifestyle

**Big Ideas:**

- geographic location influences physical (landforms, bodies of water, natural resources, weather) and human characteristics of a place (ways of earning a living, shelter, clothing)

**Mathematics**

**Science**



## Unit 8: Geometric Figures

TEKS: 6ABCDEF, 1ABCDEF

### Big Ideas:

- 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
- Identify, sort, classify, create 2-dimensional shapes.
- Identify, sort, classify 3-dimensional solids.

## Unit 9: Understanding Measurement

TEKS: 7AB, LS\_K.4, 1ABCDEF

### Big Ideas:

- 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
- Apply knowledge of measurable attributes to compare.

## Unit 10: Data Analysis

TEKS: 8ABC, 1ABCDEF

### Big Ideas:

- 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
- Collect, sort, and organize data to make it useful for interpreting information/solving problems.

## Unit 11: Personal Financial Literacy

TEKS: 9ABCD, 1ABCDEF

### Big Ideas:

- 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
- Manage financial resources effectively to ensure lifetime financial security.

## Organisms and Environments

### Unit 11: Basic Needs and Living Nonliving

#### Big Ideas:

#### Content:

- Differentiate between living things such as fallen leaves, and nonliving things based upon whether they have or have had basic needs and produce offspring (9A)
- Examine evidence that living organisms have basic needs(9B)

### Unit 12: Parts of Animals and Animal Characteristics

#### Big Ideas:

#### Content:

- Sort animals into groups based on physical characteristics such as color, size, body covering or leaf shape(10 A)
- identify basic parts of plants and animals(10B)

### Unit 13: Parts of Plants and Plant Characteristics

#### Big Ideas:

#### Content:

- Sort animals into groups based on physical characteristics such as color, size, body covering or leaf shape(10 A)
- identify basic parts of plants and animals(10B)

### Unit 14: Life of Plants

#### Big Ideas:

#### Content:

- Observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit (10 D)
- Identify ways that young plants resemble the parent plant (10C)

### 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
- Use evidence to answer questions, clearly communicate valid oral and written results
- Use critical thinking and scientific problem-solving to make decisions
- Use tools and models to investigate the natural world