

## FIFTH GRADE SECOND 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; color: blue;"><b>Unit 3</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Text structures and features of expository and procedural text</li> <li>• Expository compositions with facts, details, explanations</li> <li>• Response to expository text</li> <li>• Procedural compositions with facts, details, explanations</li> </ul> <p style="text-align: center; color: blue;"><b>Unit 4</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Structure and elements of poetry</li> <li>• Structure and elements of drama</li> <li>• Sensory language used by authors to create images in text</li> <li>• Compositions about personal experiences</li> <li>• Writing poems that convey sensory details</li> <li>• Response to literary text</li> </ul>	<p style="text-align: center; color: blue;"><b>Unit 2A: The American Revolution</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Causes and effects prior to and during American Revolution</li> <li>• Motivations and contributions of individuals during the revolutionary period</li> <li>• Leadership qualities of past national leaders</li> <li>• Results of the American Revolution</li> <li>• Key elements and purposes of the Declaration of Independence</li> <li>• Origin and significance of Independence Day</li> <li>• Primary sources relate the American Revolution</li> <li>• Issues that led to the creation of the U.S. Constitution</li> <li>• Contributions of individuals to the U.S. Constitution</li> </ul> <p style="text-align: center; color: blue;"><b>Unit 2B: Founding Documents</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Contributions of the Founding Fathers to the development of the national government</li> <li>• Purposes of the U.S. Constitution outlined in the Preamble</li> <li>• Basic functions of the three branches of government</li> <li>• System of checks and balances outlined in the U.S. Constitution</li> <li>• National and state government comparisons</li> <li>• Reasons for creation of the Bill of Rights</li> <li>• Fundamental rights of the amendments in the Bill of Rights</li> <li>• Individual duties in civic affairs</li> <li>• Meaning of the Pledge of Allegiance</li> <li>• Past and present leaders in the national government</li> <li>• Political symbols</li> </ul>

Mathematics	Science
<p><b>Generate Multiple Solutions for Whole and Positive Rational Number Operations</b></p> <p><b>Unit 3: Addition and Subtraction Situations (Fractions and Decimals)</b>  <b>TEKS: Number: 3AHK, LS_5.1</b>  <b>Process: 1ABCDEFGF</b></p> <p><b>Big Ideas:</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Apply an understanding of Base-10 relationships to develop various strategies/methods for whole and positive rational number operations.</li> <li>• Demonstrate the ability to determine efficient strategies and methods to solve problems accurately.</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <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>Generate Multiple Solutions for Whole and Rational Number Operations</b></p> <p><b>Unit 4: Multiplication and Division Understanding (Fractions and Decimals)</b>  <b>TEKS: Number: 3DEFGIJL</b>  <b>Process: 1ABCDEFGF</b></p> <p><b>Big Ideas:</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Apply an understanding of Base 10 relationships to develop various strategies/methods for whole and rational number computation.</li> <li>• Demonstrate the ability to determine efficient strategies and methods to solve problems accurately.</li> </ul> <p><b>Process (Continued All Year):</b></p> <ul style="list-style-type: none"> <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>Force, Motion, and Energy</b></p> <p><b>Unit 6: Forces and Motion</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Design an experiment that tests the effect of force (push/pull/ magnetism/ gravity/ friction) on an object (6D)</li> <li>• Use spring scales to measure the amount of force applied to an object (4A)</li> <li>• Demonstrate and observe how position and motion can be changed by pushing and pulling objects to show work being done such as swings, balls, and wagons (3.6B)</li> <li>• Accurately use a metric ruler to measure distances of movement after a force has been applied (3.6B 4A)</li> </ul> <p><b>Earth and Space</b></p> <p><b>Unit 7: Energy Resources</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Explore the processes that led to the formation of fossil fuels (7A)</li> <li>• Identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels (7C)</li> <li>• Debate the pros and cons of using alternative energy resources (7C)</li> <li>• Identify and classify Earth's renewable resources, including air, water, plants, and animals; and nonrenewable resources, including coal, oil, and natural gas (4.7C)</li> </ul> <p><b>Unit 8: Landform Formation</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, and ice. (7B)</li> </ul> <p><b>Unit 9: Sedimentary Rock Formation</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Explore the processes that led to the formation of sedimentary rocks (7A)</li> </ul>

Mathematics	Science
	<p data-bbox="1079 212 1276 237"><b>Unit 10: Fossils</b></p> <p data-bbox="842 275 951 300"><u><b>Content:</b></u></p> <ul data-bbox="842 306 1502 558" style="list-style-type: none"> <li>• Identify fossils as evidence of the nature of environments in the past (7D)</li> <li>• Use models to recreate fossil layers showing how the environment has changed over time (7D)</li> <li>• Identify fossils as evidence of past living organisms. (7D)</li> <li>• Use models to recreate fossil layers showing a time line of when past organisms existed. (7D)</li> </ul> <p data-bbox="972 609 1382 638"><b>Process (Continued All Year):</b></p> <ul data-bbox="842 644 1495 926" 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>



# ELEMENTARY CURRICULUM