

Thematic Units

1. *My Place in the Universe*

Students need to explore and inquire about their personal world, and the world beyond what they see and know.

Goals

- a) Students will be able to observe changes in objects over time and relate these to Earth changes by recording data and making graphs.
- b) Students will be able to arrange events in time and actions into sequential order. They will interpret the data and make graphs of their generalizations.
- c) Students will be able to obtain information from various sources and communicate scientific data to others.
- d) Students will use the vocabulary associated with the changes of objects for the Earth, planets, and stars.
- e) Students will be able to use appropriate units of measurement to describe changes.

2. *Cultures of Texas*

Students will identify themselves and their ancestry as well as the unique heritage of others.

Goals

- a) Students will be able to know what geography influenced people as they moved into Texas.
- b) Students will be able to analyze and describe how a community is similar and different from other communities and identify cause and effect relationships.
- c) Students will be able to describe how regions of Texas, the United States, and the world are similar and different.
- d) Students will know what traditions, customs, and folkways identify the cultures of Texas.

3. *My Health*

Students will enhance the quality of their lives by radiating high self-esteem and exercising the rules of self-care.

Goals

- a) Students will be able to sequence, order, and classify health events and arrange these events in a timeline.
- b) Students will be able to communicate health data and information using graphs, tables, and visuals.
- c) Students will make inferences and predictions using scientific data, and form conclusions and generalizations about these events.
- d) Students will be able to perform experiments related to health and to record their observations.

4. *Choosing My Careers and Professions*

Students will choose careers and professions after considering the values and benefits these have for their personal lives, and for the lives of others.

Goals

- a) Students will be able to respond appropriately to job related communications, and to persuade, reason, and inform others through personal communication.
- b) Students will be able to classify, compose, elaborate, and expand the central ideas related to careers.
- c) Students will problem solve about job market and career choices, and make decisions about the personal practice that creates a future for better living.

5. *What Produces Wealth for Society*

Students will be aware of what worthwhile assets are available for use and for trading, and they will discover what ways they can participate in economic development.

Goals

- a) Students will be able to analyze data and interpret graphs and charts related to the United States Economic system.
- b) Students will be able to use the basic operations to solve problems and make choices among alternatives.
- c) Students will be able to estimate solutions to a problem situation, and analyze and solve problems that show how land forms and areas of Texas produce wealth.

6. *Protecting My Environment*

Students need to be aware of the potential dangers to their environments from the consequence of wrongful disposal of materials, and to develop an opinion about possible solutions to these problems.

Goals

- a) Students will be able to interpret pollution information and changes to the environment.
- b) Students will know the vocabulary of pollution, the environment, of recycling trash and garbage.
- c) Students will relate , _____, _____, and technology to daily life as they solve problems and make decisions.

7. *Effective Natural Resources Use*

Students need to be aware of available natural resources for resource use, and to be aware of potential scarcity of these resource if these resources are wasted or not used properly.

Goals

- a) Students will be able to gather information about trees, mining, water use, irrigation in different regions of the United States, make inferences, and write persuasive letters.
- b) Students will be able to state their opinions about wasting and saving energy, and develop a strategy for natural resources use.
- c) Students will be able to study their home and campus, and record data related to recycling.

8. *Our Role in Government*

Students need to understand the part the citizenship plays in government, and they need to make informed choices in their participation of the electoral process.

Goals

- a) Students will be able to demonstrate civic responsibility and explain their interpretation of public and governmental processes.
- b) Students will be able to research the different electoral parties involved in elections and discover what these parties stand for, give opinions on their ideas.
- c) Students will be able to predict the outcome of changes to our government and decide what would happen if...

9. *Responsible Citizenship*

Students need to be aware of the important roles that each of them plays in the welfare of the country

Goals

- a) Students will be able to demonstrate civic values by participation in local and community events.
- b) Students will be able to speak up for beliefs and rights, and to respect the rights of other people.
- c) Students will be able to recognize the role that they play in keeping their city clean, in using resources wisely, and in participating in government.
- d) Students will be able to demonstrate the importance of being a productive citizen, and predict the consequences for society when they participate responsibly.