| **Cycle 1** | **29 Days** | | *The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.* |
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| Aug. 22-Sept. 30, 2022 | |
| **Unit** | **# Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**  **The student will:** | |
| **Unit 1:**  **Our World**  This two-part unit explores the world based on the concept of regions. Using these world regions, students review map and graph interpretation skills. This unit introduces students to world cultural regions that form the basis for the entire 6th grade Contemporary World Cultures curriculum. | 5  class periods (90-min. each)  or  10  class periods (45-min. each)  *Teachers Report to Campuses*  *Aug. 8*  *Teacher Service Days*  *Aug. 8-12,*  *Aug. 16-19*  *Teacher Prep Day*  *(no students)*  *Aug. 15*  *Labor Day*  *Sept. 5* | **Part 1: Creating and Interpreting Maps and other Data Sources**  **SS. 6.19C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.  **SS. 6.20A** Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?  **SS.6.20B** Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts.  **SS.6.20D** Create and interpret regional sketch maps,thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 2: Defining/Comparing World Regions**  **SS. 6.20A** Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?  **SS.6.20C** Compare various world regions and countries using data from  maps, graphs, and charts.  **AR copy SS.6.3A** Identify and explain the geographic factors responsible for patterns  of population in places and regions.  **SS.6.3D** Identify the location of major world countries for each of the world regions.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly. | |
| **Unit 2:**  **Being a Geographer**  This five-part unit introduces students to the concept of systems including the physical and human systems that geographers use to organize and study people and patterns in the world. These concepts continue throughout the course supported with specific regional content as students learn more about each major world cultural and geographic region. | 6  class periods (90-min. each)  or  12  class periods (45-min. each) | **Part 1: The eNvironment**  **SS.6.5A** Describe ways people have been impacted by physical processes  such as earthquakes and climate.  **AR copy SS.6.5B** Identify and analyze ways people have adapted to the physical  environment in various places and regions.  **AR copy SS.6.5C** Identify and analyze ways people have modified the physical  environment such as mining, irrigation, and transportation  infrastructure.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.19C** Organize and interpret information from outlines, reports,  databases, and visuals, including graphs, charts, timelines, and  maps.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 2: Economics**  **SS.6.4A** Explain the geographic factors responsible for the location of economic activities in places and regions.  **SS.6.6A** Describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies.  **SS.6.6B** Identify problems that may arise when one or more of the factors  of production is in relatively short supply.  **AR copy SS.6.8B** Describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 3: Social/Cultural**  **AR copy SS.6.13A** Identify and describe common traits that define cultures and  culture regions.  **AR copy SS.6.15A** Identify and describe means of cultural diffusionsuch as trade,  travel, and war.  **ⓈSS.6.15B** Identify and describe factors that influence cultural change such as improvements incommunication, transportation, and economic development.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 4: Political**  **AR copy SS.6.9A** Describe and compareexamples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited).  **SS.6.9B** Identify reasons for limiting the power of government.  **AR copy SS.6.10A** Identify and give examples of governments with rule by one, few, or many**.**  **SS.6.10B** Compare ways in which various societies such as China, Germany,  India, and Russia organize government and how they function.  **SS.6.10C** Identify historical origins of democratic forms of government such as Ancient Greece.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly; | |
| **Part 5: Putting It All Together: Economic, Social, Political, and eNvironmental [ESPN]**  **SS.6.1B** Evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.  **AR copy SS.6.3A** Identify and explain the geographic factors responsible for patterns  of population in places and regions.  **AR copy SS.6.14A** Identify institutions basic to all societies, including government,  economic, educational, and religious institutions.  **SS.6.20A** Answer geographic questions, including: Where is it located? Why  is it there? What is significant about its location? How is its location  related to the location of other people, places, and environments?  Using latitude and longitude, where is it located?  **AR copy SS.6.18C** Make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.  **SS.6.19A** Differentiate between, locate, and use valid primary and secondary  sources such as oral, print, and visual material and artifacts to  acquire information about various world cultures.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.19C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.  **SS.6.21B** Incorporate main and supporting ideas in verbal and written communication based on research. | |

| **Cycle 2** | **23 Days** | | *The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.* |
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| Oct. 3 - Nov. 4, 2022 | |
| **Unit** | **# Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**  **The student will:** | |
| **Unit 3:**  **The SHAPE of Southwest Asia and North Africa**  This five-part unit introduces the concept of a geographic region through the in-depth study of regions by focusing on the setting, history, cultural geography, and current issues of Southwest Asia and North Africa. | 5  class periods (90-min. each)  or  10  class periods (45-min. each)  *Teacher Service Day*  *(No Students)*  *Oct. 4*  *Fall Holiday*  *Oct. 5* | **Part 1: Setting of SW Asia/North Africa**  AR copy **SS.6.3A** Identify and explain the geographic factors responsible for patterns of population in places and regions.  **SS.6.3B** Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases.  **AR copy SS.6.3C** Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.  **SS.6.3D** Identify the location of major world countries for each of the world  Regions.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.20A** Answer geographic questions, including: Where is it located? Why  is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 2: History of SW Asia/North Africa**  **AR copy SS.6.1A** Trace characteristics of various contemporary societies in regions  that resulted from historical events or factors such as colonization,  immigration, and trade.  **AR copy SS.6.2B** Describethe social, political, economic, and cultural contributions  of individuals and groups from various societies, past and present.  **SS.6.19A** Differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 3: About the Region – Oil/Water**  **SS.6.4A** Explain the geographic factors responsible for the location of economic activities in places and regions.  **SS.6.8B** Identify problems and issues that may arise when one or more of the factors of production is in relatively short supply.  AR copy **SS.6.6C** Explain the impact of the distributionof resources on international trade and economic interdependence among and within societies.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.19C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.  **SS.6.21A** Use social studies terminology correctly.  **SS.6.23A** Use problem‐solving and decision‐making processesto identify a problem, gather information, list and consider options, consider  advantages and disadvantages, choose and implement a solution,  and evaluate the effectiveness of the solution. | |
| **Part 4: People and Culture- Religion**  **SS.6.14B** Compare characteristics of institutions in various contemporary societies.  **SS.6.14C** Analyze the efforts and activities institutions use to sustain themselves over time.  **SS.6.17A** Explain the relationship among religious ideas, philosophical ideas, and cultures.  **SS.6.17B** Explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.  **SS.6.19A** Differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 5: Events Today – Conflict**  **SS.6.1B** Analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.  **SS.6.13D** Analyze the experiences and contributions of diverse groups to  multicultural societies.  **SS.6.15B** Identify and describe factors that influence cultural change such as improvements incommunication, transportation, and economic development.  **SS.6.19A** Differentiate between, locate, and use valid primary and secondary  sources such as oral, print, and visual material and artifacts to  acquire information about various world cultures.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.19D** Identify different points of view about an issue or current topic.  **SS.6.21A** Use social studies terminology correctly. | |
| **Unit 4:**  **The SHAPE of Africa South of the Sahara**  In this five-part unit students will use the conceptual lens of change to examine the impact of imperialism, colonialism, and nationalism on the region of Sub-Saharan Africa. In addition, this unit explores current issues facing Sub-Saharan Africa today such as civil war, refugees, famine/drought, and HIV/AIDS epidemics. | 5  class periods (90-min. each)  or  10  class periods (45-min. each) | **Part 1: Setting of Africa South of the Sahara**  **AR copy SS.6.3A** Identify and explain the geographic factors responsible for patterns of population in places and regions.  AR copy **SS.6.3C** Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.  **SS.6.3D** Identify the location of major world countries for each of the world regions.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.20A** Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?  **SS.6.20B** Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts  **SS.6.20D** Create and interpret regional sketch maps**,** thematic maps, graphs, and charts depicting aspects such as population, disease, and  economic activities of various world regions and countries.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 2: Historical Perspective –Trade**  **AR copy SS.6.1A** Trace characteristics of various contemporary societies in regions  that resulted from historical events or factors such as colonization,  immigration, and trade.  **AR copy SS.6.2B** Describethe social, political, economic, and cultural contributions  of individuals and groups from various societies, past and present.  **AR copy SS.6.3B** Explain ways in which human migration influences the character of  places and regions.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 3: About the Region – Imperialism and New Nationalism**  **AR copySS.6.1A** Trace characteristics of various contemporary societies in regions  that resulted from historical events or factors such as colonization,  immigration, and trade.  **SS.6.1B** Analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.  **AR copy SS.6.4B** Identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society’s political relationships.  **AR copy SS.6.6C** Explain the impact of the distributionof resources on international trade and economic interdependence among and within societies.  AR copy **SS.6.7A** Compare ways in which various societies organize the production and distribution of goods and services.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 4: People and Culture – Tribal Heritage vs. Nation-States**  **SS.6.20B** Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts.  **SS.6.13B** Define a multicultural society.  **SS.6.13C** Analyze the experiences and contributions of diverse groups to multicultural societies.  **SS.6.13D** Identify and explain examples of conflict and cooperation between and among cultures.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 5: Events Today**  **SS.6.1B** Analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.  **SS.6.9C** Identify and describe examplesof human rights abuses bylimited or unlimited governments such as the oppression of religious, ethnic, and political groups.  **SS.6.19A** Differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures.  **S S.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.19D** Identify different points of view about an issue or current topic.  **SS.6.20D** Create and interpret regional sketch maps**,** thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.  **SS.6.21A** Use social studies terminology correctly. | |

| **Cycle 3** | **28 Days** | | *The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.* |
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| Nov. 7 - Dec. 21, 2022 | |
| **Unit** | **# Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**  **The student will:** | |
| **Unit 5:**  **The SHAPE of South and Southeast Asia**  This five-part unit explores the physical setting, the impact of geography on history and life in the region, and the current political, social, and economic characteristics of South and Southeast Asia using the conceptual framework of tradition and change. | 5  class periods (90-min. each)  or  10  class periods (45-min. each)  *Thanksgiving Break*  *Nov. 21-25*  *Winter Break*  *Dec. 22-Jan. 4* | **Part 1: Setting of S/SE Asia**  **AR copy SS.6.3C** Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.  **SS.6.3D** Identify the location of major world countries for each of the world regions.  **SS.6.5A** Describe ways people have been impacted by physical processes  such as earthquakes and climate.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.20A** Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?  **SS.6.20B** Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 2: Historical Perspective S/SE Asia**  **AR copy SS.6.1A** trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade.  **AR copy SS.6.2B** Describethe social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.19C** organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.  **SS.6.21A** Use social studies terminology correctly; | |
| **Part 3: About the Region – Urban v Rural**  **AR copy SS.6.5B** Identify and analyze ways people have adapted to the physical environment in various places and regions.  **SS.6.8A** Define and give examples of agricultural, retail, manufacturing  (goods), and service industries.  **SS.6.18B** Explain how resources, economic factors, and political decisions **affect** the use of technology.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.19C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 4: People and Culture - Religion**  **SS.6.17A** Explain the relationship among religious ideas, philosophical ideas, and cultures.  **SS.6.17B** Explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly; | |
| **Part 5: Events Today**  **SS.6.10B** Compare ways in which various societies such as China, Germany, **India**, and Russia organize government and how they function  **SS.6.15B** Identify and describe factors that influence cultural change such as **improvements in** communication, transportation, and economic development.  **SS.6.15C** Analyze the impact of improved communication technology among cultures.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.19C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.  **SS.6.21A** Use social studies terminology correctly. | |
| **Unit 6:**  **The SHAPE of East Asia**  This five-part unit addresses the setting, history, cultural geography, and current issues students have opportunities to examine the historic and contemporary ideas and issues of countries in East Asia. | 5  class periods (90-min. each)  or  10  class periods (45-min. each) | **Part 1: Setting of the East Asia**  AR copy **SS.6.3C** Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.  **SS.6.3D** Identify the location of major world countries for each of the world regions.  **SS.6.5B** Identify and analyze ways people have adapted to the physical environment in various places and regions.  **SS.6.5C** Identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.20A** Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?  **SS.6.20B** Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts.  **SS.6.20D** Create and interpret regional sketch maps**,** thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 2: History of the East Asia**  **AR copy SS.6.2B** Describethe social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.  **AR copy SS.6.17D** Identify the impact of cultural diffusion on individuals and world societies.  AR copy **SS.6.18A** Identifyexamples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 3: About the East Asia – Comparative Economic and Political Systems**  **SS.6.6A** Describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies.  **SS.6.7B** Compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system.  **SS.6.7.C** Understand the importance of ethics in maintaining a functional free enterprise system.  **AR copy SS.6.8B** Describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.  **SS.6.9A** describe and compareexamples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited).  **SS.6.10B** Compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function.  **SS.6.11B** Explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **AR copy SS.6.20C** Compare various world regions and countries using data from maps, graphs, and charts.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 4: People and Culture- Population Density**  **SS.6.20B** Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts.  **SS.6.20D** Create and interpret regional sketch maps,thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.  AR copy **SS.6.3A** Identify and explain the geographic factors responsible for patterns of population in places and regions.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 5: Events Today – Trade**  **AR copy SS.6.5A** Describe ways people have been impacted by physical processes such as earthquakes and climate.  **SS.6.13D** Identify and explain examples of conflict and cooperation between and among cultures.  **SS.6.15B** Identify and describe factors that influence cultural change such as **improvements in** communication, transportation, and economic development.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly. | |

| **Cycle 4** | **33 Days** | | *The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.* |
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| Jan. 9 - Feb 24, 2023 | |
| **Unit** | **# Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**  **The student will:** | |
| **Unit 7:**  **The SHAPE of Europe**  This five-part unit allows students to learn about and explore European physical and cultural geography, history, and current issues. By focusing on the concepts of historical legacy and change over time, the student will understand how ideas and institutions from Europe have evolved and continue to affect ***ESP*** [Economic, Social/Cultural, and Political] systems in the 21st century. | 5  class periods (90-min. each)  or  10  class periods (45-min. each)  *Winter Break*  *Dec. 22-Jan. 4*  *MLK Jr. Day*  *Jan. 16*  *Teacher Prep Day*  *(no students)*  *Jan. 5*  *Teacher Service Day*  *(no students)*  *Jan. 6*  *Teacher Service Day*  *(no students)*  *Feb. 20* | **Part 1: *S*etting of Europe**  **AR copy SS.6.3A** Identify and explain the geographic factors responsible for patterns  of population in places and regions.  AR copy **SS.6.3C** Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.  **SS.6.3D** Identify the location of major world countries for each of the world regions.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.20A** Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?  **SS.6.20B** Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 2: Historical Perspective – Seeds of Democracy**  **SS.6.2A** Identify and describe the **historical** influence of individuals or groups on various contemporary societies.  **SS.6.10C** Identify historical origins of democratic forms of government such as Ancient Greece.  **SS.6.15D** Identify the impact of cultural diffusion on individuals and world societies.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly.  **SS.6.21B** Incorporate main and supporting ideas in verbal and written communication based on research. | |
| **Part 3: About the Region – Industrial Revolution**  **SS.6.6A** Describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies.  AR copy **SS.6.18A** Identifyexamples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly.  **SS.6.22A** Use problem‐solving and decision‐making processesto identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. | |
| **Part 4: People and Culture**  **AR copy SS.6.13A** Identify and describe common traits that define cultures and culture regions.  **SS.6.13B** Define a multicultural society.  **AR copy SS.6.15A** Identify and describe means of cultural diffusionsuch as trade,  travel, and war.  **SS.6.16A** Explain the relationships that exist between societies and their architecture, art, music, and literature.  **SS.6.16B** Describe ways in which contemporary issues influence creative expressions.  **SS.6.19A** Differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 5: Events Today – European Union**  **SS.6.1B** Analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.  **SS.6.13D** Identify and explain examples of conflict and cooperation between and among cultures.  **SS.6.14B** Compare characteristics of institutions in various contemporary societies.  **S.6.15C** Analyzethe impact of improved communication technology among cultures.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly. | |
| **Unit 8:**  **The SHAPE of Russia and the Commonwealth of Independent States**  In this four-part unit, students study the setting, history, cultural geography, and current issues of Russia and the Commonwealth of Independent States. The concepts of limited v unlimited government and command v market economies help shape this study. | 5  class periods (90-min. each)  or  10  class periods (45-min. each) | **Part 1: Setting of the Region**  **AR copy SS.6.3A** Identify and explain the geographic factors responsible for patterns of population in places and regions.  AR copy **SS.6.3C** Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.20A** Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?  **SS.6.20B** Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts**.**  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 2: Historical Perspective – The Rise and Fall of the Soviet Union**  **AR copy SS.6.2B** Describethe social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.  **SS.6.7B** Compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system.  **SS.6.9A** Describe and compareexamples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited).  **SS.6.10B** Compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function.  **SS.6.11B** Explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 3 & 4 About the Region – The Breakup of the Soviet Union**  **People and Culture – Diverse People, Diverse Needs**  **AR copy SS.6.2B** Describethe social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.  **SS.6.7B** Compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system.  **SS.6.9A** Describe and compareexamples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited).  **SS.6.10B** Compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function.  **SS.6.11B** Explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 4: Events Today**  **SS.6.1B** Analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.  **SS.6.4A** Explain the geographic factors responsible for the location of economic activities in places and regions.  **SS.6.4AB** Identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society’s political relationships.  AR copy **SS.6.7A** Compare ways in which various societies organize the production and distribution of goods and services.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly. | |

| **Cycle 5** | **28 Days** | | *The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.* |
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| Feb. 27 - Apr. 14, 2023 | |
| **Unit** | **# Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**  **The student will:** | |
| **Unit 9:**  **The SHAPE of North America and the Caribbean**  In this five-part unit, students focus on the setting, history, cultural geography, and current issues of the North American countries of Canada, the United States, and Mexico with map study of select island nations in the Caribbean and countries in Central America. Using the concept of cultural diffusion and cycles of development students will compare historical and contemporary development in the selected countries within the region. | 5  class periods (90-min. each)  or  10  class periods (45-min. each)  *Spring Break*  *Mar. 13-17*  *Chávez-Huerta Day*  *Mar. 31*  *Spring Holiday*  *Apr. 7* | **Part 1: Setting of North America**  **SS.6.3D** Identify the location of major world countries for each of the world regions.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS. 6.19C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.  **SS. 6.20A** Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?  **SS.6.20B** Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 2: Historical Perspective – Cycle of Change**  AR copy **SS.6.1A** Trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.19C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 3: About the Region – Democracy in Action**  **SS.6.2A** Identify and describe the historicalinfluence of individuals or groups on various contemporary societies.  **SS.6.10C** Identify historical origins of democratic forms of government such as Ancient Greece.  AR copy **SS.6.11A** Describe roles and responsibilities of citizens in various contemporary societies, including the United States.  AR copy **SS.6.11B** Explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies  **AR copy SS.6.12A** Identify and explain the duty of civic participation in societies with representative governments.  **SS.6.12B** Explain relationships among rights, responsibilities, and duties in societies with representative governments.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21C** Express ideas orally, based on research and experiences.  **SS.6.21A** Use social studies terminology correctly; | |
| **Part 4: People and Culture – Cultural Diffusion and Diversity**  **SS.6.13B** Define a multicultural society.  **SS.6.13C** Analyze the experiences and contributions of diverse groups to multicultural societies.  **AR copy SS.6.15D** Identify the impact of cultural diffusion on individuals and world societies.  **SS.6.16C** Identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 5: Events Today in the Region: U.S. and Mexico**  **AR copy SS.6.3B** Explain ways in which human migration influences the character of places and regions.  AR copy **SS.6.4B** Identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society’s political relationships.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.19D** Identify different points of view about an issue or current topic.  **SS.6.21A** Use social studies terminology correctly.  **SS.6.21C** Express ideas orally based on research and experiences.  **SS.6.22A** Use problem‐solving and decision‐making processesto identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. | |
| **Unit 10:**  **The SHAPE of South America**  Using ***ESPN*** (Economic, Social/Cultural, Political, and eNvironmental) this unit addresses issues facing South American nations as well as the historical legacy which contributes to the rich cultural diversity of the region. | 5  class periods (90-min. each)  or  10  class periods (45-min. each) | **Part 1: Setting of South America**  **AR copy SS.6.3A** Identify and explain the geographic factors responsible for patterns of population in places and regions.  AR copy **SS.6.3C** Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS. 6.20A** Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?  **SS.6.20B** Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 2: Historical Perspective – South America**  AR copy **SS.6.1A** Trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly.  **SS.6.21B** Incorporate main and supporting ideas in verbal and written communication based on research. | |
| **Part 3: About the Region – Economic Development**  **SS.6.4A** Explain the geographic factors responsible for the location of economic activities in places and regions.  **SS.6.5C** Identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.  **SS.6.18C** Make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological advances.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.19D** Identify different points of view about an issue or current topic.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 4: People and Culture**  **AR copy SS.6.17A** Identify and describe how trade, travel, and war spread culture traits.  **SS.6.18C** Describe ways in which contemporary expressions of culture have been influenced by the past.  **SS.6.19A** Differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 5: Events Today**  **SS.6.15C** Analyzethe impact of improved communication technology among cultures.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly.  **SS.6.21D** Create written and visual material such as journal entries, report, graphic organizers, outlines, and bibliographies based on research. | |

| **Cycle 6** | **31 Days** | | *The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.* |
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| Apr. 17 - May 31, 2023 | |
| **Unit** | **# Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**  **The student will:** | |
| **Unit 11:**  **The SHAPE of Australia, Oceania, and the Pacific Rim**  In this three-part unit students study the setting, history, cultural geography, and current issues of the continent of Australia, the island nations of New Zealand, Oceania and the Pacific Rim, and the continent of Antarctica. | 4  class periods (90-min. each)  or  8  class periods (45-min. each)  *Spring Holiday*  *Apr. 21*  *Memorial Day*  *May 29*  *Teacher Prep Day*  *(no students)*  *June 1* | **Part 1: Setting of the Region**  **AR copy SS.6.3A** Identify and explain the geographic factors responsible for patterns of population in places and regions.  **AR copy SS.6.3C** Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS. 6.20A** Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?  **SS.6.20B** Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 2: Historical Perspective /About the Region – Impact of Immigration**  AR copy **SS.6.1A** trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade.  **AR copy SS.6.3B** Explain ways in which human migration influences the character of places and regions.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.19C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 3: People and Culture/Events Today – Urban/Rural: Economics of the Region**  **AR copy SS.6.3A** Identify and explain the geographic factors responsible for patterns of population in places and regions.  **SS.6.4A** Explain the geographic factors responsible for the location of economic activities in places and regions.  **AR copy SS.6.5B** Identify and analyze ways people have adapted to the physical environment in various places and regions.  **SS.6.5C** Identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly. | |
| **Unit 12:**  **21st Century World**  This four-part unit provides a summary of the entire year and allows students a chance to synthesize and apply skills and knowledge gained through the study of various world regions. There is an emphasis on ***ESP*** factors to compare world regions as well as current issues facing each of the regions. | 8  class periods (90-min. each)  or  16  class periods (45-min. each) | **Part 1: Comparing Economic Systems and Development Among World Regions**  **AR copy SS.6.7A** Compare ways in which various societies organize the production and distribution of goods and services.  AR copy **SS.6.8B** Describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.19C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 2: Comparing Social/Cultural Characteristics Among World Regions**  **AR copy SS.6.13A** Identify and describe common traits that define cultures and culture regions.  **SS.6.13C** Analyze the experiences and contributions of diverse groups to multicultural societies.  **SS.6.14B** Compare characteristics of institutions in various contemporary societies.  **AR copy SS.6.15D** Identify the impact of cultural diffusion on individuals and world societies.  **SS.6.16B** Describe ways in which contemporary issues influence creative expression.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 3: Comparing Political Systems Among World Regions**  **SS.6.9A** Describe and compareexamples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited).  **SS.6.9B** Identify reasons for limiting the power of government.  **AR copy SS.6.10A** Identify and give examples of governments with rule by one, few, or many.  **AR copy SS.6.11A** Describe and compareroles and responsibilities of citizens in various contemporary societies, including the United States.  **SS.6.12B** Explain relationships among rights, responsibilities and duties in societies with representative governments.  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.21A** Use social studies terminology correctly. | |
| **Part 4: Comparing Current News and Views Among World Regions**  **SS.6.19B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  **SS.6.19C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.  **SS.6.19D** Identify different points of view about an issue or current topic.  **SS.6.21D** Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research.  **SS.6.21E** Use proper citations to avoid plagiarism. | |