<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>38 Days Aug. 26 – Oct. 18, 2019</th>
<th>The recommended number of lessons 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.</th>
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<tbody>
<tr>
<td><strong>Unit</strong></td>
<td><strong>Number of Lessons</strong></td>
<td><strong>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</strong></td>
</tr>
</tbody>
</table>
| **Unit 1:** Rules and Routines | 6 | **Part 1: Time** (3 lessons)  
SS.K.3A Place events in chronological order.  
SS.K.3B Use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.  
© SS.K.14C Sequence and categorize information.  
© SS.K.15B Create and interpret visuals, including pictures and maps.  
**Part 2:** Rules (3 lessons)  
SS.K.8A Identify purposes for having rules.  
SS.K.8B Identify rules that provide order, security, and safety in the home and school.  
© SS.K.14A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.  
© SS.K.14B Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts.  
Extend, Review, Assess, and Reteach time is built within each unit. |
| This unit introduces the rules and routines that students will follow as part of being good citizens of their classroom and school. | 45-minute lessons |  |
| **Suggested Pacing:**  
Aug. 26 – Sept. 6 |  |
| **Part 1**  
Aug. 26-30  
Labor Day  
Sept. 2 |  |
| **Part 2**  
Sept. 3-6 |  |
| **Unit 2:** Our Government | 5 | **Part 1: Celebrating Freedom** (2 lessons)  
SS.K.10A Identify the flags of the United States and Texas.  
SS.K.10B Recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.  
SS.K.10C Identify Constitution Day as a celebration of American freedom.  
© SS.K.14B Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts.  
**Part 2: People in Charge** (3 lessons)  
SS.K.9A Identify authority figures in the home, school, and community.  
SS.K.9B Explain how authority figures make and enforce rules.  
© SS.K.14A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.  
© SS.K.14B Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts.  
Extend, Review, Assess, and Reteach time is built within each unit. |
| This unit introduces students to authority figures and to key symbols and celebrations of American freedom. | 45-minute lessons |  |
| **Suggested Pacing:**  
Sept. 9 – Oct. 4 |  |
| **Part 1**  
Sept. 9-20  
Constitution Day  
Sept. 17 |  |
| **Part 2**  
Sept. 23 – Oct. 4  
Early Dismissal  
Sept. 27 |  |
### 2019-2020 Scope and Sequence

**Social Studies – Kindergarten**

<table>
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<tr>
<th>Cycle 1</th>
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</table>
| **Unit 3:** Our History | 5 | **Important People** (5 lessons)  
SS.K.1A Explain the reasons for national patriotic holidays such as Presidents’ Day, Veterans Day, and Independence Day.  
SS.K.2A Identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.  
SS.K.15A Express ideas orally based on knowledge and experiences.  
اتهم SS.K.15B Create and interpret visuals, including pictures and maps. |
| | 45-minute lessons | Important People  
Suggested Pacing: Oct. 7-11 |
| **Suggested Pacing:** | | Extend, Review, Assess, and Reteach time is built within each unit. |
| **Unit 4:** Basic Needs | 6 | **Part 1: Needs and Wants** (3 lessons)  
SS.K.6A Identify basic human needs of food, clothing, and shelter.  
SS.K.6B Explain the difference between needs and wants.  
SS.K.6C Explain how basic human needs can be met such as through self-producing, purchasing, and trading. |
| | 45-minute lessons | Part 1: Needs and Wants  
Suggested Pacing: Oct. 14-18 |
| **Part 1** | |  
Oct. 14-15 |
| **Part 2** | |  
Oct. 16-18  
Early Dismissal Oct. 18 |
| **Part 2:** Jobs | | **Part 2:** Jobs (3 lessons)  
SS.K.7A Identify jobs in the home, school, and community.  
SS.K.7B Explain why people have jobs. |
| | | Extend, Review, Assess, and Reteach time is built within each unit. |

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**Global Graduate**

*Report Card Standard  
**State Process Standard  
对他们 Aligned to Upcoming State Readiness Standard  
他們 State Supporting Standard  
© Houston ISD Curriculum 2019-2020  
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Updated: June 27, 2019*
### Unit 5: Good Citizens

This unit introduces students to good citizens in the community. Students also use voting to make some decisions in the classroom.

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<th>Number of Lessons</th>
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</table>
| 5 45-minute lessons | **Part 1: Good Citizens in our Community** (2 lessons)  
SS.K.2B Identify contributions of patriots and good citizens who have shaped the community.  
SSID.K.14A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music. |
| **Suggested Pacing:** Oct. 21 – Nov. 8 | **Part 2: Making Good Decisions** (3 lessons)  
SSID.K.10D Use voting as a method for group decision making.  
SSID.K.16B Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision. |
| **Part 1** | **Part 1: Good Citizens in our Community** (2 lessons)  
SS.K.2B Identify contributions of patriots and good citizens who have shaped the community.  
SSID.K.14A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music. |
| Oct. 21 – Nov. 1 | **Part 2: Making Good Decisions** (3 lessons)  
SSID.K.10D Use voting as a method for group decision making.  
SSID.K.16B Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision. |
| **Part 2** | **Part 2: Making Good Decisions** (3 lessons)  
SSID.K.10D Use voting as a method for group decision making.  
SSID.K.16B Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision. |
| Nov. 4-8 | **Part 1: Good Citizens in our Community** (2 lessons)  
SS.K.2B Identify contributions of patriots and good citizens who have shaped the community.  
SSID.K.14A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music. |
| Early Dismissal Nov. 8 | **Part 2: Making Good Decisions** (3 lessons)  
SSID.K.10D Use voting as a method for group decision making.  
SSID.K.16B Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision. |

### Unit 6: Celebrations

In this unit, students explore national holidays and customs, as well as family customs and traditions, both as commemorations of important group values.

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</table>
| 6 45-minute lessons | **Part 1: Holidays and Celebrations** (3 lessons)  
SSID.K.1A Explain the reasons for national patriotic holidays such as Presidents’ Day, Veterans Day, and Independence Day.  
SSID.K.1B Identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.  
SSID.K.14C Sequence and categorize information. |
| **Suggested Pacing:** Nov. 11-22 | **Part 2: Families and Communities Celebrate** (3 lessons)  
SSID.K.12A Describe and explain the importance of family customs and traditions.  
SSID.K.12B Compare family customs and traditions.  
SSID.K.15B Create and interpret visuals, including pictures and maps. |
| **Part 1** | **Part 1: Holidays and Celebrations** (3 lessons)  
SSID.K.1A Explain the reasons for national patriotic holidays such as Presidents’ Day, Veterans Day, and Independence Day.  
SSID.K.1B Identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.  
SSID.K.14C Sequence and categorize information. |
| Nov. 11-15 | **Part 2: Families and Communities Celebrate** (3 lessons)  
SSID.K.12A Describe and explain the importance of family customs and traditions.  
SSID.K.12B Compare family customs and traditions.  
SSID.K.15B Create and interpret visuals, including pictures and maps. |
| **Part 2** | **Part 2: Families and Communities Celebrate** (3 lessons)  
SSID.K.12A Describe and explain the importance of family customs and traditions.  
SSID.K.12B Compare family customs and traditions.  
SSID.K.15B Create and interpret visuals, including pictures and maps. |
| Nov. 18-22 | **Part 1: Holidays and Celebrations** (3 lessons)  
SSID.K.1A Explain the reasons for national patriotic holidays such as Presidents’ Day, Veterans Day, and Independence Day.  
SSID.K.1B Identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.  
SSID.K.14C Sequence and categorize information. |
| Thanksgiving Holiday Nov. 25-29 | **Part 2: Families and Communities Celebrate** (3 lessons)  
SSID.K.12A Describe and explain the importance of family customs and traditions.  
SSID.K.12B Compare family customs and traditions.  
SSID.K.15B Create and interpret visuals, including pictures and maps. |
## Cycle 2

<table>
<thead>
<tr>
<th>Unit</th>
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<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
<th>The student will:</th>
</tr>
</thead>
</table>
| **Unit 7:** Places on the Earth | 5  
45-minute lessons | **Land and Water** (5 lessons)  
SS.K.4C Identify tools that aid in determining location, including maps and globes.  
SS.K.5A Identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather.  
SS.K.14B Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts. | Extend, Review, Assess, and Reteach time is built within each unit. |
| |  | **Suggested Pacing:**  
Dec. 2-13 | |
| **Unit 8:** Maps of the Earth | 4  
45-minute lessons | **Maps** (4 lessons)  
SS.K.4A Use terms, including over, under, near, far, left, and right, to describe relative location.  
SS.K.4B Locate places on the school campus and describe their relative locations.  
SS.K.4C Identify tools that aid in determining location, including maps and globes.  
SS.K.15B Create and interpret visuals, including pictures and maps. | Extend, Review, Assess, and Reteach time is built within each unit. |
| |  | **Suggested Pacing:**  
Dec. 16-20  
**Teacher Preparation Day**  
Dec. 20  
**Winter Break**  
Dec. 23 – Jan. 3 | |

The recommended number of lessons 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.

Updated: June 27, 2019
### Cycle 3

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<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
<th>The student will:</th>
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<tr>
<td><strong>Unit 9: Important People and Events</strong>&lt;br&gt;In this unit, students continue examining the significance of important people and events in history.</td>
<td>5 45-minute lessons</td>
<td><strong>Important People and Events</strong> (5 lessons)&lt;br&gt;SS.K.1A Explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day.&lt;br&gt;SS.K.1B Identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.&lt;br&gt;SS.K.2A Identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.&lt;br&gt;SS.K.3A Place events in chronological order.&lt;br&gt;SS.K.15A Express ideas orally based on knowledge and experiences.</td>
<td>Extend, Review, Assess, and Reteach time is built within each unit.</td>
</tr>
<tr>
<td><strong>Unit 10: Going to Work</strong>&lt;br&gt;In this unit, students continue their study of the basic features of an economy, including the concepts of scarcity and choice, as well as the world of work.</td>
<td>8 45-minute lessons</td>
<td><strong>Going to Work</strong> (8 lessons)&lt;br&gt;SS.K.6A Identify basic human needs of food, clothing, and shelter.&lt;br&gt;SS.K.6B Explain the difference between needs and wants.&lt;br&gt;SS.K.6C Explain how basic human needs can be met such as through self-producing, purchasing, and trading.&lt;br&gt;SS.K.7A Identify jobs in the home, school, and community.&lt;br&gt;SS.K.7B Explain why people have jobs.&lt;br&gt;SS.K.14A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.</td>
<td>Extend, Review, Assess, and Reteach time is built within each unit.</td>
</tr>
<tr>
<td><strong>Unit 11: The Earth and Us</strong>&lt;br&gt;In this unit, students begin to look at relationships between people and their environment. Students identify certain human characteristics of places on Earth.</td>
<td>8 45-minute lessons</td>
<td><strong>People on the Earth</strong> (8 lessons)&lt;br&gt;SS.K.4C Identify tools that aid in determining location, including maps and globes.&lt;br&gt;SS.K.5A Identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather.&lt;br&gt;SS.K.5B Identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location.&lt;br&gt;SS.K.14B Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts.</td>
<td>Extend, Review, Assess, and Reteach time is built within each unit.</td>
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# Social Studies – Kindergarten

**Cycle 3**

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</table>
| **Unit 12: Technology**<br>In this unit, students explore examples of the effects of technology on how people live and work. | 5 45-minute lessons | The student will:  
**Technology Changes How We Live** (5 lessons)  
® SS.K.13A Identify examples of technology used in the home and school.  
® SS.K.13B Describe how technology helps accomplish specific tasks and meet people’s needs.  
SS.K.13C Describe how his or her life might be different without modern technology.  
® SS.K.15B Create and interpret visuals, including pictures and maps  
Extend, Review, Assess, and Reteach time is built within each unit. |

**Suggested Pacing:**  
Feb. 24 – Mar. 13  
Spring Break Mar. 16-20

The recommended number of lessons 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.

**49 Days**
Jan. 6 – Mar. 13, 2020

Complete instructional planning information and support are in the HISD Curriculum documents.

**Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**

- The student will:
  - **Technology Changes How We Live** (5 lessons)
    - SS.K.13A Identify examples of technology used in the home and school.
    - SS.K.13B Describe how technology helps accomplish specific tasks and meet people’s needs.
    - SS.K.13C Describe how his or her life might be different without modern technology.
    - SS.K.15B Create and interpret visuals, including pictures and maps

Extend, Review, Assess, and Reteach time is built within each unit.
## Cycle 4
### 47 Days
(Mar. 23 – May 29, 2020)

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<thead>
<tr>
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<tr>
<td><strong>Unit 13: Families</strong>&lt;br&gt;In this unit, students start to explore similarities and differences among families: the characteristics that families have in common and others that may distinguish one family from another.</td>
<td>7&lt;br&gt;45-minute lessons&lt;br&gt;&lt;br&gt;Suggested Pacing: Mar. 23 – Apr. 3&lt;br&gt;&lt;br&gt;Chávez/Huerta Day Mar. 30</td>
<td><strong>Families</strong> (7 lessons)&lt;br&gt;SS.K.11A Identify similarities and differences among people such as kinship, laws, and religion.&lt;br&gt;SS.K.11B Identify similarities and differences among people such as music, clothing, and food.&lt;br&gt;SS.K.12A Describe and explain the importance of family customs and traditions.&lt;br&gt;SS.K.12B Compare family customs and traditions.&lt;br&gt;SS.K.14A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.&lt;br&gt;SS.K.14B Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts.&lt;br&gt;SS.K.14C Sequence and categorize information.</td>
<td>Extend, Review, Assess, and Reteach time is built within each unit.</td>
</tr>
<tr>
<td><strong>Unit 14: Decisions</strong>&lt;br&gt;This unit provides an opportunity for the class to study and practice decision-making skills and apply them to an appropriate topic or question.</td>
<td>4&lt;br&gt;45-minute lessons&lt;br&gt;&lt;br&gt;Suggested Pacing: Apr. 6 – May 1&lt;br&gt;&lt;br&gt;Spring Holiday Apr. 10</td>
<td><strong>Making Decisions</strong> (8 lessons)&lt;br&gt;SS.K.14A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.&lt;br&gt;SS.K.14B Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts.&lt;br&gt;SS.K.14C Sequence and categorize information.&lt;br&gt;SS.K.15A Express ideas orally based on knowledge and experiences.&lt;br&gt;SS.K.15B Create and interpret visuals, including pictures and maps.&lt;br&gt;SS.K.16B Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision.</td>
<td>Extend, Review, Assess, and Reteach time is built within each unit.</td>
</tr>
<tr>
<td><strong>Unit 15: Solving Problems</strong>&lt;br&gt;This unit provides an opportunity for the class to study and practice problem-solving skills and apply them to an appropriate problem.</td>
<td>4&lt;br&gt;45-minute lessons&lt;br&gt;&lt;br&gt;Suggested Pacing: May 4-15</td>
<td><strong>Solving Problems</strong> (6 lessons)&lt;br&gt;SS.K.14A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.&lt;br&gt;SS.K.14B Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts.&lt;br&gt;SS.K.14C Sequence and categorize information.&lt;br&gt;SS.K.15A Express ideas orally based on knowledge and experiences.&lt;br&gt;SS.K.15B Create and interpret visuals, including pictures and maps.&lt;br&gt;SS.K.16A Use a problem-solving process to 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.</td>
<td>Extend, Review, Assess, and Reteach time is built within each unit.</td>
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</tbody>
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GLOBAL GRADUATE

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# Scope and Sequence

## Social Studies – Kindergarten

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<th>Cycle 4</th>
<th>47 Days Mar. 23 – May 29, 2020</th>
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<tbody>
<tr>
<td><strong>Unit</strong></td>
<td><strong>Number of Lessons</strong></td>
</tr>
<tr>
<td><strong>Unit 16: Next Year</strong>&lt;br&gt;This unit introduces the concept of change over time and helps students distinguish among events in the past (in kindergarten), events now (at the end of the year), and things to come (next year).&lt;br&gt;&lt;br&gt;<strong>Suggested Pacing:</strong>&lt;br&gt;May 18-29 Memorial Day May 25</td>
<td>5 45-minute lessons</td>
</tr>
</tbody>
</table>