## Cycle 1

<table>
<thead>
<tr>
<th>Unit</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| **Unit 1: Our Government**  
This unit introduces students to authority figures and to key symbols and celebrations of American freedom. | 12  
30-minute lessons | **Part 1: Celebrating Freedom**  
(8 lessons)  
SS.K.9A identify the United States flag and the Texas state flag  
SS.K.9B recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag  
SS.K.1A identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day  
SS.K.13A gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance |
| **Suggested Pacing:**  
Sep. 8-25  
Labor Day  
Sept. 7 | **Part 1: Celebrating Freedom**  
(8 lessons)  
SS.K.9A identify the United States flag and the Texas state flag  
SS.K.9B recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag  
SS.K.1A identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day  
SS.K.13A gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance |
| **Part 1**  
Sept. 8-18 | **Part 1: Celebrating Freedom**  
(8 lessons)  
SS.K.9A identify the United States flag and the Texas state flag  
SS.K.9B recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag  
SS.K.1A identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day  
SS.K.13A gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance |
| **Part 2**  
Sept. 21-25 | **Part 1: Celebrating Freedom**  
(8 lessons)  
SS.K.9A identify the United States flag and the Texas state flag  
SS.K.9B recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag  
SS.K.1A identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day  
SS.K.13A gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance |
| **Teacher Service Day**  
Sept. 28 | **Part 1: Celebrating Freedom**  
(8 lessons)  
SS.K.9A identify the United States flag and the Texas state flag  
SS.K.9B recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag  
SS.K.1A identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day  
SS.K.13A gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance |

| **Unit 2: Rules and Routines**  
This unit introduces the rules and routines that students will follow as part of being good citizens of their classroom and school. | 12  
30-minute lessons | **Part 1: Time**  
(8 lessons)  
SS.K.14A Use spatial terms, including over, under, near, far, left, and right, to describe relative location  
SS.K.14B use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow  
SS.K.13B sequence and categorize information  
SS.K.14D create and interpret visuals, including pictures and maps. |
| **Suggested Pacing:**  
Sept. 29 – Oct. 16 | **Part 1: Time**  
(8 lessons)  
SS.K.14A Use spatial terms, including over, under, near, far, left, and right, to describe relative location  
SS.K.14B use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow  
SS.K.13B sequence and categorize information  
SS.K.14D create and interpret visuals, including pictures and maps. |
| **Part 1**  
Sept. 29 – Oct. 9 | **Part 1: Time**  
(8 lessons)  
SS.K.14A Use spatial terms, including over, under, near, far, left, and right, to describe relative location  
SS.K.14B use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow  
SS.K.13B sequence and categorize information  
SS.K.14D create and interpret visuals, including pictures and maps. |
| **Part 2**  
Oct. 12-16 | **Part 1: Time**  
(8 lessons)  
SS.K.14A Use spatial terms, including over, under, near, far, left, and right, to describe relative location  
SS.K.14B use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow  
SS.K.13B sequence and categorize information  
SS.K.14D create and interpret visuals, including pictures and maps. |

---

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.
# 2020-2021 Scope and Sequence

## Social Studies – Kindergarten

**Cycle 2**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3: Our History</strong>&lt;br&gt;This unit introduces students to the reasons for certain national patriotic holidays and to the contributions of important people in history.</td>
<td>4 30-minute lessons</td>
<td><strong>Important People</strong> (4 lessons)&lt;br&gt;SS.K.1A identify national patriotic holidays such as Constitution Day, Presidents’ Day, Veterans Day, and 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.14C express ideas orally based on knowledge and experiences&lt;br&gt;&lt;strong&gt;SS.K.14D&lt;/strong&gt; create and interpret visuals, including pictures and maps&lt;br&gt;Extend, Review, Assess, and Reteach time is built within each unit.</td>
</tr>
<tr>
<td><strong>Unit 4: Basic Needs</strong>&lt;br&gt;This unit introduces students to ways in which families satisfy their basic human needs for food, clothing, and shelter, and to why people work.</td>
<td>12 30-minute lessons</td>
<td><strong>Part 1: Needs and Wants</strong> (8 lessons)&lt;br&gt;SS.K.5A identify basic human needs of food, clothing, and shelter&lt;br&gt;SS.K.5B explain the difference between needs and wants&lt;br&gt;SS.K.5C explain how basic human needs and wants can be met&lt;br&gt;<strong>Part 2: Jobs</strong> (4 lessons)&lt;br&gt;SS.K.6A identify jobs in the home, school, and community&lt;br&gt;SS.K.6B explain why people have jobs&lt;br&gt;Extend, Review, Assess, and Reteach time is built within each unit.</td>
</tr>
<tr>
<td><strong>Unit 5: Good Citizens</strong>&lt;br&gt;This unit introduces students to good citizens in the community. Students also use voting to make some decisions in the classroom.</td>
<td>8 30-minute lessons</td>
<td><strong>Part 1: Good Citizens in our Community</strong> (4 lessons)&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.8A identify authority figures in the home, school, and community&lt;br&gt;&lt;strong&gt;SS.K.13A&lt;/strong&gt; gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance&lt;br&gt;<strong>Part 2: Making Good Decisions</strong> (4 lessons)&lt;br&gt;&lt;strong&gt;SS.K.9C&lt;/strong&gt; use voting as a method for group decision making&lt;br&gt;SS.K.15A use problem-solving and decision-making processes 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&lt;br&gt;Extend, Review, Assess, and Reteach time is built within each unit.</td>
</tr>
</tbody>
</table>

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.
## Cycle 3
### 28 Days

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.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>

### 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.

- **8 30-minute lessons**

  **Suggested Pacing:**
  - **Dec. 7-18**

  **Part 1**
  - Dec. 7-11

  **Part 2**
  - Dec. 14-18

  **Winter Break**
  - Dec. 21, 2020 – Jan. 1, 2021

#### Part 1: Holidays and Celebrations (4 lessons)
- **SS.K.1A** identify national patriotic holidays such as Constitution Day, Presidents’ Day, Veterans Day, and Independence Day
- **SS.K.1B** identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day
- **SS.K.13B** sequence and categorize information

#### Part 2: Families and Communities Celebrate (4 lessons)
- **SS.K.11A** describe and explain the importance of family traditions
- **SS.K.11B** compare traditions among families
- **SS.K.14D** create and interpret visuals, including pictures and maps

**Extend, Review, Assess, and Reteach** time is built within each unit.

### Unit 7: Places on the Earth

This unit introduces students to the concept of place and location. Students practice using simple maps and globes, and learn about physical features on the Earth’s surface.

- **8 30-minute lessons**

  **Suggested Pacing:**
  - **Jan 4-15**

  **MLK Jr. Day**
  - Jan. 18

#### Land and Water (8 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.13A** gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance

**Extend, Review, Assess, and Reteach** time is built within each unit.

### Unit 8: Maps of the Earth

This unit continues the concept of place and location. Students practice describing location and learn about how simple maps and globes can help determine location.

- **6 30-minute lessons**

  **Suggested Pacing:**
  - **Jan. 19-28**

#### Maps (6 lessons)
- **SS.K.3A** use spatial terms, including over, under, near, far, left, and right, to describe relative location
- **SS.K.3B** locate places on the school campus and describe their relative locations
- **SS.K.3C** identify and use geographic tools that aid in determining location, including maps and globes
- **SS.K.14D** create and interpret visuals, including pictures and maps

**Extend, Review, Assess, and Reteach** time is built within each unit.
**Cycle 4**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Number of Lessons</th>
<th><strong>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</strong></th>
</tr>
</thead>
<tbody>
<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>8 30-minute lessons</td>
<td>Important People and Events (8 lessons)&lt;br&gt; SS.K.1A identify national patriotic holidays such as Constitution Day, 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.14A place events in chronological order&lt;br&gt; SS.K.14C express ideas orally based on knowledge and experiences</td>
</tr>
</tbody>
</table>

**Suggested Pacing:**<br> Feb. 1-12  

| **Unit 10: Going to Work**<br> 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. | 7 30-minute lessons | Going to Work (7 lessons)<br> SS.K.5A identify basic human needs of food, clothing, and shelter<br> SS.K.5B explain the difference between needs and wants<br> SS.K.5C explain how basic human needs and wants can be met<br> SS.K.6A identify jobs in the home, school, and community<br> SS.K.6B explain why people have jobs<br> SS.K.13A gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance |

**Suggested Pacing:**<br> Feb. 15-26<br> Teacher Service Day Feb. 24  

| **Unit 11: The Earth and Us**<br> In this unit, students begin to look at relationships between people and their environment. Students identify certain human characteristics of places on Earth. | 8 30-minute lessons | People on the Earth (8 lessons)<br> SS.K.3C identify and use geographic tools that aid in determining location, including maps and globes<br> SS.K.4A identify the physical characteristics of place such as landforms, bodies of water, Earth’s resources, and weather<br> SS.K.4B identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities<br> SS.K.13A gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance |

**Suggested Pacing:**<br> Mar. 1-12<br> Spring Break Mar. 15-19  

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.
## Cycle 5

### 28 Days
Mar. 22 - Apr. 30, 2021

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.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 12: Technology</strong>&lt;br&gt;In this unit, students explore examples of the effects of technology on how people live and work.</td>
<td>7&lt;br&gt;30-minute lessons</td>
<td><strong>Technology Changes How We Live</strong> (7 lessons)&lt;br&gt;<strong>SS.K.12A</strong> identify examples of technology used in the home and school&lt;br&gt;<strong>SS.K.12B</strong> describe how technology helps accomplish specific tasks and meet people's needs&lt;br&gt;<strong>SS.K.12C</strong> describe how his or her life might be different without modern technology&lt;br&gt;<strong>SS.K.14D</strong> create and interpret visuals, including pictures and maps</td>
</tr>
</tbody>
</table>

| **Suggested Pacing:**<br>Mar. 22 – Apr. 1 |  |
| Chávez-Huerta Day<br>Mar. 29 |  |
| Spring Holiday<br>Apr. 2 |  |

Extend, Review, Assess, and Reteach time is built within each unit.

| **Unit 13: Families**<br>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. | 8<br>30-minute lessons | **Families** (8 lessons)<br>**SS.K.10A** identify similarities and differences among individuals such as kinship and religion<br>**SS.K.11A** describe and explain the importance of family traditions<br>**SS.K.11B** compare traditions among families<br>**SS.K.13A** gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance<br>**SS.K.13B** sequence and categorize information |

| **Suggested Pacing:**<br>Apr. 5-16 |  |

Extend, Review, Assess, and Reteach time is built within each unit.

| **Unit 14: Decisions**<br>This unit provides an opportunity for the class to study and practice decision-making skills and apply them to an appropriate topic or question. | 8<br>30-minute lessons | **Making Decisions** (8 lessons)<br>**SS.K.13A** gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance<br>**SS.K.13B** sequence and categorize information<br>**SS.K.14C** express ideas orally based on knowledge and experiences<br>**SS.K.14D** create and interpret visuals, including pictures and maps<br>**SS.K.15A** use problem-solving and decision-making processes 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 |

| **Suggested Pacing:**<br>Apr. 19-30 |  |

Extend, Review, Assess, and Reteach time is built within each unit.
## Cycle 6

<table>
<thead>
<tr>
<th>Unit</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
<th>The student will:</th>
</tr>
</thead>
</table>
| Unit 15: Solving Problems  
This unit provides an opportunity for the class to study and practice problem-solving skills and apply them to an appropriate problem. | 12  
30-minute lessons | **Solving Problems** (12 lessons)  
(SS.K.13A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance  
(SS.K.14C) express ideas orally based on knowledge and experiences  
(SS.K.14D) create and interpret visuals, including pictures and maps  
(SS.K.15A) use problem-solving and decision-making processes 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 | Extend, Review, Assess, and Reteach time is built within each unit. |

**Suggested Pacing:**  
May 3-21

| Unit 16: Next Year  
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). | 11  
30-minute lessons | **Next Year** (11 lessons)  
(SS.K.14A) place events in chronological order  
(SS.K.14B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow  
(SS.K.13B) sequence and categorize information  
(SS.K.14C) express ideas orally based on knowledge and experiences  
(SS.K.14D) create and interpret visuals, including pictures and maps | Extend, Review, Assess, and Reteach time is built within each unit. |

**Suggested Pacing:**  
May 24 – Jun. 11  
Memorial Day May 31

---

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.