# Social Studies – Prekindergarten

## 2020-2021 Scope and Sequence

### Cycle 1

**28 Days**  
Sept. 8 – Oct. 16, 2020

Scope and Sequence follows the 9 themes in Frog Street Press. Grading Period 1 ends October 16 (28 days). Report cards go home October 23, 2020. Complete instructional planning information and support are in the HISD Curriculum.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lessons</th>
<th>Prekindergarten Guidelines</th>
</tr>
</thead>
</table>
| **Unit 1**  
Theme: My School and Me/ Mi escuela y yo  
Week 1: This Way to Pre-K  
Introduces children to the school environment, routines, and class schedules. Children also meet new friends, school personnel, and classmates. | Week 1 of Instruction:  
Sept. 8 - 11  
4 Days  
All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.  
*Labor Day Sept. 7* | Focus Guidelines  
People, Past and Present Skills  
*VII.A.1 Identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.  
*VII.A.3 Connects their life to events, time, and routines.  
Economic Skills  
*VII.B.3 Discusses the roles and responsibilities of family, school, and community helpers.  
*VII.D.2 Recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.  
*V.III.E.3 Recognizes and creates patterns.  
Supporting Guidelines Through Integrated Lessons and Centers  
Citizenship Skills  
*VII.D.1 Identifies flags of the United States and Texas.  
*VII.D.3 Engages in voting as a method for group decision-making.  
*V.III.D.2 Recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*. |
| **Unit 1**  
Theme: My School and Me/ Mi escuela y yo  
Week 2: Physical Me  
Children will learn about the parts of the body and the role each part plays in movement and expression. | Week 2 of Instruction:  
Sept. 14 - 18  
5 Days  
All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas. | Focus Guidelines  
People, Past and Present Skills  
*VII.A.1 Identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.  
Economic Skills  
*VII.B.3 Discusses the roles and responsibilities of family, school, and community helpers.  
Supporting Guidelines Through Integrated Lessons and Centers  
People, Past and Present Skills  
*VII.A.2 Identifies similarities and differences in characteristics of families. |
| **Unit 1**  
Theme: My School and Me/ Mi escuela y yo  
Week 3: My Senses  
Study of the physical body | Week 3 of Instruction:  
Sept. 21 - 25  
5 Days  
All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas. | Focus Guidelines  
People, Past and Present Skills  
*VII.A.1 Identifies similarities and differences between himself, classmates, and other children inclusive of specific characteristics and cultural influences language to describe how the groups are similar and different.  
V.E.3 Recognizes and creates patterns.  
Supporting Guidelines Through Integrated Lessons and Centers |

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*Report Card Guideline*
### Prekindergarten Guidelines

**The student will:**

- continues with a focus on senses for exploring their world; senses are important tools for learning.

- taught in an integrated format across the content areas.

- People, Past and Present Skills
  - VII.A.2 Identifies similarities and differences in characteristics of families.

#### Unit 1

**Theme:** My School and Me/ Mi escuela y yo

**Week 4:** I Think, I Feel

Children learn about things that make us human—our ability to think and feel. They explore their thinking capabilities by brainstorming, following clues, and solving problems. They practice recognizing emotions and discuss ways to appropriately express them.

**Week 4 of Instruction**

- Sept. 29-Oct. 2
- 4 Days

All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.

**Focus Guidelines**

- **Economic Skills**
  - VII.B.1 Demonstrates that all people need food, clothing, and shelter.

- **Supporting Guidelines Through Integrated Lessons and Centers**
  - People, Past and Present Skills
    - VII.A.1 Identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.

- **Economic Skills**
  - VII.B.3 Discusses the roles and responsibilities of family, school, and community helpers.

#### Unit 2

**Theme:** My Family and Friends/ Mi familia y mis amigos

**Week 1:** Families

Families come in all shapes and sizes yet no

**Week 5 of Instruction**

- Oct. 5 - 9
- 5 Days

All guidelines found in PK Planning Guide should be taught in an integrated format across

**Focus Guidelines**

- **People, Past and Present Skills**
  - VII.A.2 Identifies similarities and differences in characteristics of families.

- **Economic Skills**
  - VII.B.2 Demonstrates understanding of what it means to be a consumer.
  - VII.B.3 Discusses the roles and responsibilities of family, school, and community helpers.

- **Citizenship Skills**
  - VII.D.2 Recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.

*Report Card Guideline
# 2020-2021 Scope and Sequence
## Social Studies – Prekindergarten

**Cycle 1**

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<td>*VII.D.3 Engages in voting as a method for group decision making.</td>
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</tbody>
</table>

**BOY CIRCLE**

**Assessment Suggested Window:** Oct. 5 - Nov. 6

**Geography Skills**

*VII.C.2 Explores geography tools and resources.

**Supporting Guidelines Through Integrated Lessons and Centers**

**Economic Skills**

*VII.B.1 Demonstrates that all people need food, clothing, and shelter.

**Geography Skills**

*VII.C.1 Identifies and creates common features in the natural environment.

**People, Past and Present Skills**

*VII.A.1 Identifies similarities and differences between himself, classmates, and other children inclusive of specific characteristics and cultural influences.

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**Unit 2**

**Theme:** My Family and Friends/ Mi familia y mis amigos

**Week 2:** Families and Homes

Families are people who take care of one another. They live in a variety of homes—sometimes even in temporary housing. This week children continue to learn about the diversity of families with a focus on living arrangements.

**Week 6 of Instruction**

Oct. 12 - 16

5 Days

All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.

**Focus Guidelines**

**People, Past and Present Skills**

*VII.A.2 Identifies similarities and differences in characteristics of families.

**Economic Skills**

*VII.B.1 Demonstrates that all people need food, clothing, and shelter.

**Supporting Guidelines Through Integrated Lessons and Centers**

**People, Past and Present Skills**

*VII.A.1 Identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.

**Geography Skills**

*VII.C.1 Identifies and creates common features in the natural environment.

*VII.C.2 Child explores geography tools and resources.

**Citizenship Skills**

*VII.D.3 Engages in voting as a method for group decision making.

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2020-2021 Scope and Sequence
Social Studies – Prekindergarten

Cycle 2

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Unit 2<br>Theme: My Family and Friends/ Mi familia y mis amigos<br><br>Week 3: Friends and Pets<br>Children explore friendships this week. What is a friend? In which ways are friends similar and different from family? How do you make friends and how do you keep friends?<br><br>Week 7 of Instruction<br>Oct. 19 -23<br>4 Days<br>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.<br><br>Teacher Service Day (no students)<br>Oct. 21

Focus Guidelines<br>People, Past and Present Skills<br>*VII.A.1 Identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.<br>*VII.A.2 Identifies similarities and differences in characteristics of families.<br><br>Week 8 of Instruction<br>Oct. 26 - 30<br>5 Days<br>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.<br><br>Focus Guidelines<br>People, Past and Present Skills<br>*VII.A.2 Identifies similarities and differences in characteristics of families.<br><br>Economic Skills<br>*VII.B.3 Discusses the roles and responsibilities of family, school, and community helpers<br><br>Geography Skills<br>*VII.C.2 Explores geography tools and resources.<br><br>Supporting Guidelines Through Integrated Lessons and Centers<br>People, Past and Present Skills<br>*VII.A.1 Identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences
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<td>Community who also are a part of the child’s world.</td>
<td><strong>Week 9 of Instruction</strong>&lt;br&gt;Nov. 2 - 6&lt;br&gt;5 Days</td>
<td>Focus Guidelines&lt;br&gt;People, Past and Present Skills&lt;br&gt;*VII.A.1 Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.</td>
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**Unit 3**  
**Theme: Giants/Los gigantes**

**Week 1: Big and Little**
Before children can fully comprehend giant, they need to understand the differences between big and little. This week they will compare big and little things from animals and toys to words.
**Cycle 2**

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<td><strong>Unit 3</strong></td>
<td><strong>Theme: Giants/ Los gigantes</strong></td>
<td><strong>The student will:</strong></td>
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<tr>
<td><strong>Week 2: Nature's Giants</strong></td>
<td>This week children will explore giants that are created by nature such as mountains, glaciers, trees, waterfalls, oceans, and big animals. They will continue to learn vocabulary words that describe large things.</td>
<td><strong>Focus Guidelines</strong></td>
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<tr>
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<td><strong>Week 10 of Instruction</strong> Nov. 9 - 13 5 Days</td>
<td>Citizenship Skills</td>
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| | All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas. | *VII.D.1* Identifies flags of the United States and Texas.  
*VII.D.2* Recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*. |
| | **Week 11 of Instruction:** Nov. 16 - 20 5 Days | People, Past and Present Skills |
| | All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas. | *VII.A.1* Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences. |
| **Thanksgiving Holiday** Nov. 23-27 | **Supporting Guidelines Through Integrated Lessons and Centers** |
| | People, Past and Present Skills | People, Past and Present Skills |
| | *VII.A.2* Identifies similarities and differences in characteristics of families. | Economic Skills |
| | *VII.B.3* Discusses the roles and responsibilities of family, school, and community helpers. | Geography Skills |
| | *VII.C.1* Identifies and creates common features in the natural environment. | *VII.C.2* Child explores geography tools and resources. |
## Cycle 2
### Unit
#### 29 Days
Oct. 19 – Dec. 4, 2020
Scope and Sequence follows the 9 themes in Frog Street Press Grading Period 2 ends December 4 (29 days). Report cards go home December 11, 2020. Complete instructional planning information and support are in the HISD Curriculum.

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| **Unit 3**  
**Theme:** Giants/ Los gigantes | **Week 12 of Instruction:** Nov. 30 - Dec. 4 5 Days  
All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas. | **Focus Guidelines**  
**People, Past and Present Skills**  
*VII.A.2* Identifies similarities and differences in characteristics of families. |
| **Week 4:**  
**Make Believe Giants**  
Children delve into the world of *make-believe* as they meet giants from fairytales and fables. The week is filled with opportunities to distinguish between fact and fantasy (*real and make-believe*). | **Economic Skills**  
*VII.B.1* Demonstrates that all people need food, clothing, and shelter.  
*VII.B.2* Demonstrates understanding of what it means to be a consumer. |
|       |         | **Citizenship Skills**  
*VII.D.3* Engages in voting as a method for group decision-making.  
*VII.D.1* Identifies flags of the United States and Texas. | **Supporting Guidelines Through Integrated Lessons and Centers**  
**Geography Skills**  
*VII.C.1* Identifies and creates common features in the natural environment.  
*VII.C.2* Child explores geography tools and resources |
### Scope and Sequence

Cycle 3

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<td><strong>Unit 4</strong></td>
<td><strong>Theme:</strong> Choices / Decisiones</td>
<td><strong>Week 1:</strong> I Make Choices</td>
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### 2020-2021 Scope and Sequence

**Social Studies – Prekindergarten**

Scope and Sequence follows the 9 themes in Frog Street Press. Grading Period 3 ends January 28 (28 days). Report cards go home February 5, 2021. Complete instructional planning information and support are in the HISD Curriculum.

#### Cycle 3

**Unit**

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#### Unit 4

**Theme:** Choices/Decisiones

**Week 4:** Problem Solving
One of the most important skills to master is their ability to become critical thinkers and solve problems.

**Week 16 of Instruction**
Jan. 11-15
5 Days

All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.

**Focus Guidelines**
Citizenship Skills

**VII.D.3** Engages in voting as a method for group decision-making.

**Supporting Guidelines Through Integrated Lessons and Centers**
People, Past and Present Skills

*VII.A.3* Connects their life to events, time, and routines.

#### Unit 5

**Theme:** Stories and Rhymes/ Cuentos y rimas

**Week 1:** Nursery Rhymes
Children love rhymes, especially silly rhymes. They are drawn to the sounds of playful words and melodies. This week students will be exposed to many kinds of rhymes representing a variety of cultures. Students will be encouraged to

**Week 17 of Instruction**
Jan. 19 - 22
4 Days

All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.

**Focus Guidelines**
People, Past and Present Skills

*VII.A.1* Identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.

*VII.A.2* Identifies similarities and differences in characteristics of families.

**Economic Skills**

*VII.B.3* Discusses the roles and responsibilities of family, school, and community helpers.

**Supporting Guidelines Through Integrated Lessons and Centers**
Citizenship Skills

*VII.D.1* Identifies flags of the United States and Texas.

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**MLK Jr. Day**
Jan. 18
### Cycle 3

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<td>Dec. 7 – Jan. 28, 2021</td>
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**Play with rhyme as they practice listening for words that sound similar but are not the same.**

#### Unit 5
**Theme: Stories and Rhymes/ Cuentos y rimas**

**Week 2: Traditional Tales**
This week children will explore stories that have withstood the test of time and still remain among favorite early childhood titles. Many of these stories have been passed down from generations and serve as timeless connections between the past, present and future.

**Week 18 of Instruction**
Jan. 25 - 28
4 Days

All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.

**Focus Guidelines**
**People, Past and Present Skills**

*VII.A.2 Identifies similarities and differences in characteristics of families.

**Citizenship Skills**

*VII.D.3 Engages in voting as a method for group decision-making.

**Teacher Prep Day**
(no students)
Jan. 29

**MOY CIRCLE Assessment**
Suggested Window:
Jan. 25–Feb. 26

*Report Card Guideline*
<table>
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<tr>
<th>Cycle 4</th>
<th>29 Days</th>
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</table>
| **Unit 5**<br>Theme: Stories and Rhymes/Cuentos y rimas | **Week 19 of Instruction**<br>Feb. 1 – 5<br>5 Days | **Focus Guidelines**<br>Economic Skills<br>ⅤⅦ.B.1 Demonstrates that all people need food, clothing, and shelter.<br>ⅤⅦ.B.2 Demonstrates understanding of what it means to be a consumer.**<br>ⅤⅦ.B.3 Discusses the roles and responsibilities of family, school, and community helpers.**<br>People, Past and Present Skills<br>ⅤⅦ.A.3 Connects their life to events, time, and routines.**<br>Citizenship Skills<br>ⅤⅦ.D.3 Engages in voting as a method for group decision-making**<br>Supporting Guidelines Through Integrated Lessons and Centers<br>**|**
| **Week 3:**<br>Fairytale<br>This week children will meet magical characters in stories beginning with once upon a time and ending with happily ever after. They will continue to learn about rhyme and story structure and will create their own happy endings. | All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas. | **Focus Guidelines**<br>Citizenship Skills<br>ⅤⅦ.D.1 Identifies flags of the United States and Texas.<br>ⅤⅦ.D.2 Recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.<br>ⅤⅦ.D.3 Engages in voting as a method for group decision-making.<br>**|**
| **Week 4:**<br>Ballads, Folktales, and Fables<br>Stories come in many forms and formats. Children will explore a variety of stories this week, some in form of a song, some filled with exaggeration, some that teach a moral or a lesson, and some that provide an explanation of a phenomenon. | All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas. | **Focus Guidelines**<br>Citizenship Skills<br>ⅤⅦ.D.1 Identifies flags of the United States and Texas.<br>ⅤⅦ.D.2 Recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.**<br>ⅤⅦ.D.3 Engages in voting as a method for group decision-making.<br>**Supporting Guidelines Through Integrated Lessons and Centers<br>**Geography Skills<br>ⅤⅦ.C.1 Identifies and creates common features in the natural environment.<br>ⅤⅦ.C.2 Child explores geography tools and resources.<br>** |
Cycle 4

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<td><strong>Unit 6</strong>&lt;br&gt;Theme: I Build! I Create! / ¡Puedo construir! ¡Puedo crear!</td>
<td>Week 21 of Instruction&lt;br&gt;Feb. 15 - 19&lt;br&gt;5 Days&lt;br&gt;All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</td>
<td><strong>Focus Guidelines</strong>&lt;br&gt;<strong>Economic Skills</strong>&lt;br&gt;VII.B.1 Demonstrates that all people need food, clothing, and shelter.&lt;br&gt;VII.B.2 Demonstrates understanding of what it means to be a consumer.</td>
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<td><strong>Week 1:</strong> Construction Terms&lt;br&gt;Children will spend this week exploring and reviewing attributes related to color, shape, and size. A healthy collection of descriptive vocabulary will be a helpful tool for exploring building and creating over the next few weeks.</td>
<td><strong>Geography Skills</strong>&lt;br&gt;VII.C.1 Identifies and creates common features in the natural environment.&lt;br&gt;VII.C.2 Child explores geography tools and resources.</td>
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<tr>
<td><strong>Week 2:</strong> Tools and Machines&lt;br&gt;All construction requires the use of tools of one kind or another. Some tools are small, like paintbrushes or hammers or even our hands. Others are large like diggers and tractors and dump trucks. This week children will</td>
<td><strong>Focus Guidelines</strong>&lt;br&gt;<strong>People, Past and Present Skills</strong>&lt;br&gt;VII.A.1 Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences&lt;br&gt;VII.A.3 Organizes their life around events, time and routines</td>
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<tr>
<td><strong>Week 22 of Instruction</strong>&lt;br&gt;Feb. 22 - 26&lt;br&gt;4 Days&lt;br&gt;All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</td>
<td><strong>Geography Skills</strong>&lt;br&gt;VII.C.1 Identifies and creates common features in the natural environment.&lt;br&gt;VII.C.2 Child explores geography tools and resources.</td>
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<td>Teacher Service Day (no students) Feb. 24</td>
<td><strong>Supporting Guidelines Through Integrated Lessons and Centers</strong>&lt;br&gt;<strong>People, Past and Present Skills</strong>&lt;br&gt;VII.A.1 Identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences&lt;br&gt;VII.A.3 Organizes their life around events, time and routines</td>
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**Global Graduate**

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## Prekindergarten Guidelines

### Cycle 4

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<td><strong>Week 2</strong> of Instruction: Mar. 1 - 5 5 Days</td>
<td><strong>Focus Guidelines</strong>&lt;br&gt;People, Past and Present Skills&lt;br&gt;<strong>VII.A.2</strong> Identifies similarities and differences in characteristics of families.&lt;br&gt;<strong>VII.A.1</strong> Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.</td>
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<td><strong>Geography Skills</strong>&lt;br&gt;<strong>VII.C.1</strong> Identifies and creates common features in the natural environment.&lt;br&gt;<strong>VII.C.2</strong> Child explores geography tools and resources.</td>
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<td><strong>Supporting Guidelines Through Integrated Lessons and Centers</strong>&lt;br&gt;<strong>Economic Skills</strong>&lt;br&gt;<strong>VII.B.1</strong> Demonstrates that all people need food, clothing, and shelter.</td>
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</tbody>
</table>

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| **Week 3** of Instruction: Mar. 8 - 12 5 Days | **Focus Guidelines**<br>**Economic Skills**<br>**VII.B.3** Discusses the roles and responsibilities of family, school, and community helpers. |
| **Supporting Guidelines Through Integrated Lessons and Centers**<br>**People, Past and Present Skills**<br>**VII.A.1** Identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.<br>**VII.A.2** Identifies similarities and differences in characteristics of families. |

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### Weekly Themes

#### Unit 6

**Theme:** I Build! I Create! / ¡Puedo construir! ¡Puedo crear!

**Week 3:** I Can Build

This week children will explore the many things that can be constructed—homes, buildings, cars, trains, planes, words, stories, gardens, groups, and games. They will also learn about construction materials.

#### Unit 6

**Theme:** I Build! I Create! / ¡Puedo construir! ¡Puedo crear!

**Week 4:** I Can Create

Construction takes many forms. This week children will learn about creative constructions: dances, paintings, drawings, sculptures, words, sentences, and stories.
## Cycle 5

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lessons</th>
<th>Prekindergarten Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 7</strong></td>
<td><strong>Theme: Things That Move/ Cosas que se mueven</strong></td>
<td><strong>The student will:</strong></td>
</tr>
<tr>
<td>Week 1:</td>
<td>I Move</td>
<td><strong>Focus Guidelines</strong></td>
</tr>
<tr>
<td></td>
<td>Our bodies are remarkable. We can bend, jump, leap, run, push, pull, crawl, walk, hop, skip, dance, and more. This week children will explore all the many ways in which their bodies move.</td>
<td>People, Past and Present Skills</td>
</tr>
<tr>
<td></td>
<td><strong>Week 25 of Instruction:</strong> Mar. 22-26 5 Days</td>
<td><em>VII.A.2 Identifies similarities and differences in characteristics of families.</em>*</td>
</tr>
<tr>
<td></td>
<td>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</td>
<td><strong>Supporting Guidelines Through Integrated Lessons and Centers</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Week 26 of Instruction</strong> Mar. 30-Apr. 1 3 Days</td>
<td>Geography Skills</td>
</tr>
<tr>
<td></td>
<td>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</td>
<td>VII.C.1 Identifies and creates common features in the natural environment.</td>
</tr>
<tr>
<td></td>
<td><strong>Chavez/Huerta Day</strong> Mar. 29</td>
<td>Economic Skills</td>
</tr>
<tr>
<td></td>
<td><strong>Spring Holiday</strong> Apr. 2</td>
<td>VII.B.1 Demonstrates that all people need food, clothing, and shelter.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VII.B.2 Demonstrates understanding of what it means to be a consumer.</td>
</tr>
</tbody>
</table>
## Cycle 5
### 28 Days
Mar. 22 – Apr. 30, 2021

Scope and Sequence follows the 9 themes in Frog Street Press. Grading Period 5 ends April 30 (28 days). Report cards go home May 7, 2021. Complete instructional planning information and support are in the HISD Curriculum.

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<td></td>
<td>The student will:</td>
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### Week 3: Transportation
This week children explore vehicles (trains, airplanes, cars, boats, helicopters, cars, buses…) used to transport people and materials from one location to another.

**Week 27 of Instruction**
Apr. 5 - 9
5 Days

All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.

**Focus Guidelines**

**Citizenship Skills**
*VII.D.3 Engages in voting as a method for group decision-making.

**People, Past and Present Skills**
*VII.A.1 Identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.

**Geography Skills**
*VII.C.2 Child explores geography tools and resources.

### Week 4: Mysterious Movers
This week we explore sneaky movers of things. These movers are mysterious because they are often invisible, like the wind or gravity. But movers can also be mysterious because the things they move are difficult to

**Week 28 of Instruction**
Apr. 12 - 16
5 Days

All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.

**Focus Guidelines**

**Citizenship Skills**
*VII.D.3 Engages in voting as a method for group decision-making.

**People, Past and Present Skills**
*VII.A.1 Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.
### 2020-2021 Scope and Sequence
Social Studies – Prekindergarten

<table>
<thead>
<tr>
<th>Cycle 5</th>
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</tr>
</thead>
</table>
|         | Mar. 22 – Apr. 30, 2021 | Prekindergarten Guidelines  
The student will:  

**Unit 8**  
**Theme: Animals/ Los animales**

**Week 1: Farm Animals**  
Many children have never seen a farm, yet they are fascinated by farm animals – including their sounds, movements, habitats and unique characteristics.

Week 29 of Instruction: Apr. 19 - 23  
5 Days  
All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.  

**Focus Guidelines**  
**Economic Skills**  
*VII.B.1* Demonstrates that all people need food, clothing, and shelter.  
*VII.B.3* Discusses the roles and responsibilities of family, school, and community helpers.  

**Supporting Guidelines Through Integrated Lessons and Centers**  
**Economic Skills**  
VII.B.2 Demonstrates understanding of what it means to be a consumer.  

**Unit 8**  
**Theme: Animals/ Los animales**

**Week 2: Zoo Animals**  
Roaring lions, clowning chimps, gigantic snakes, birds in tuxedos! What’s not to love about the zoo? This week children will learn interesting facts about some of earth’s most intriguing animal inhabitants.

Week 30 of Instruction: Apr. 26 - 30  
5 Days  
All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.  

**Focus Guidelines**  
**Economic Skills**  
*VII.B.1* Demonstrates that all people need food, clothing, and shelter.  
*VII.B.3* Discusses the roles and responsibilities of family, school, and community helpers.
Scope and Sequence follows the 9 themes in Frog Street Press. Grading Period 6 ends June 11, 2021 (29 days). Report cards go home June 11, 2021. Complete instructional planning information and support are in the HISD Curriculum.

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<td>Unit 8</td>
<td>May 3 - June 11, 2021</td>
<td>The student will:</td>
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**Week 3: Bugs**

- **Los animales**
- **Animals**

Children love bugs. This week they will learn the difference between bugs and insects. They will explore the habits of ants, termites, bees, wasps, mosquitoes, ladybugs, beetles, dragonflies, and fireflies. This is sure to be one of the children’s favorite weeks of the year.

**Focus Guidelines**

- **People, Past and Present Skills**
  - VII.A.2 Identifies similarities and differences in characteristics of families.
  - VII.A.1 Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.

- **Geography Skills**
  - VII.C.1 Identifies and creates common features in the natural environment.

**Supporting Guidelines Through Integrated Lessons and Centers**

**Citizenship Skills**

- VII.D.3 Engages in voting as a method for group decision-making.

**EOY CIRCLE**

**Assessment**

**Suggested Window:**

- May 3-Jun. 3

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**Week 4: More Bugs**

This week we will continue to stimulate children’s curiosity about insects and bugs. We will move beyond insects and enlarge our investigation to include creepy crawlies like spiders and worms.

**Focus Guidelines**

- **Citizenship Skills**
  - VII.D.3 Engages in voting as a method for group decision-making.
### Cycle 6

**Unit 9**  
**Theme:** Changes / Cambios

#### Week 1: Changes in and Around Me
Children will explore the concept and effects of change this week—changes that occur over time, changes happening right now, and future changes. We will investigate the physical, mental, and social impacts of change.

**Week 33 of Instruction**  
May 17 - 21  
5 Days

All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.

**Focus Guidelines**  
People, Past and Present Skills  
*VII.A.1* Identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.  
*VII.A.3* Connects their life to events, time, and routines.

**Economic Skills**  
*VII.B.3* Discusses the roles and responsibilities of family, school, and community helpers.

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**Unit 9**  
**Theme:** Changes / Cambios

#### Week 2: Earth Changes
This week children will use their senses to study day and night, seasons, and weather. We will keep our eyes on the sky.

**Week 34 of Instruction**  
May 24- 28  
5 Days

All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.

**Focus Guidelines**  
People, Past and Present Skills  
*VII.A.3* Connects their life to events, time, and routines.

**Citizenship Skills**  
*VII.D.1* Identifies flags of the United States and Texas.  
*VII.D.3* Engages in voting as a method for group decision-making.

**Supporting Guidelines Through Integrated Lessons and Centers**  
People, Past and Present Skills  
*VII.A.1* Identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.

**Economic Skills**  
*VII.B.3* Discusses the roles and responsibilities of family, school, and community helpers.
Scope and Sequence follows the 9 themes in Frog Street Press. Grading Period 6 ends June 11, 2021 (29 days). Report cards go home June 11, 2021. Complete instructional planning information and support are in the HISD Curriculum.

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**Unit 9**  
**Theme:** Changes / Cambios  
**Week 3:** Nurturing Earth  
The wonder and magic of our world come alive this week as children discover the ways in which the environment supports life. They will learn that they can play an important role in caring for and nurturing the earth.

**Week 35 of Instruction**  
Jun. 1 - 4  
4 Days  
All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.  

**Focus Guidelines**  
**People, Past and Present Skills**  
*VII.A.3* Connects their life to events, time, and routines.

**Economic Skills**  
*VII.B.3* Discusses the roles and responsibilities of family, school, and community helpers.

**Supporting Guidelines Through Integrated Lessons and Centers**  
**People, Past and Present Skills**  
*VII.A.2* Identifies similarities and differences in characteristics of families.

**Economic Skills**  
*VII.B.2* Demonstrates understanding of what it means to be a consumer.

**Week 4:** Before and Now  
Children will spend this week remembering the past year and preparing for the changes that will come their way next year.

**Week 36 of Instruction**  
Jun 7 - 11  
5 Days  
All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.

**Focus Guidelines**  
**People, Past and Present Skills**  
*VII.A.1* Identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.  
*VII.A.3* Connects their life to events, time, and routines.

**Economic Skills**  
*VII.B.3* Discusses the roles and responsibilities of family, school, and community helpers.

**Citizenship Skills**  
*VII.D.1* Identifies flags of the United States and Texas.  
*VII.D.2* Recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.

**Counting Skills**  
*V.A.1* Knows that objects, or parts of an object, can be counted.  
*V.A.2* Uses words to rote count from 1 to 30.  
*V.A.3* Counts one to ten items, one count per item.  
*V.A.4* Demonstrates that the order of the counting sequence is always the same.

**Adding To/Taking Away Skills**  
*V.B.1* Uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.
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<td>The student will:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Measurement Skills</td>
<td>*V.D.1 Recognizes and compares heights or lengths of people or objects.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>V.D.2 Recognizes how much can be placed within an object.</td>
<td>V.D.3 Informally recognizes and compares weights of objects or people.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>V.D.4 Uses language to describe concepts associated with the passing of time.</td>
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<tr>
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<td></td>
<td>Classification and Pattern Skills</td>
<td>V.E.2 Collects data and organizes it in a graphic representation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>V.E.3 Recognizes and creates patterns.</td>
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