

Cycle 1	38 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.
	Aug. 26 – Oct. 18, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 1:</b> <u><a href="#">Understanding Rules and Routines</a></u> This unit focuses on the rules and routines that students will follow as part of being good citizens of their classroom and school. Practice with a daily calendar helps students learn more about sequence of events and chronology.</p>	<p><b>6</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Aug. 26 – Sept. 6</p> <p><b>Part 1</b> Aug. 26-30 <i>Labor Day</i> Sept. 2</p> <p><b>Part 2</b> Sept. 3-6 <i>Fall Holiday</i> Sept. 9 (students only)</p>	<p><b>Part 1: About Time</b> (3 lessons)  <b>SS.1.3A</b> Distinguish among past, present, and future.  <b>SS.1.3B</b> Describe and measure calendar time by days, weeks, months, and years.  <b>SS.1.3C</b> Create a calendar and simple timeline.                      (PS) <b>SS.1.17C</b> Sequence and categorize information.                      (PS) <b>SS.1.18B</b> Create and interpret visual and written material.</p>	
		<p><b>Part 2: Rules and Laws</b> (3 lessons)  <b>SS.1.11A</b> Explain the purpose for rules and laws in the home, school, and community.  <b>SS.1.11B</b> Identify rules and laws that establish order, provide security, and manage conflict.                      (PS) <b>SS.1.17A</b> Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.  <b>SS.1.18A</b> Express ideas orally based on knowledge and experiences.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	
<p><b>Unit 2:</b> <u><a href="#">Understanding Government</a></u> In this unit, students identify the role of authority figures in their community and their own role as good citizens in our nation. Students also explore select national, state, and community holidays, symbols, customs, and celebrations as commemorations of important group values.</p>	<p><b>5</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Sept. 9-20</p> <p><b>Part 1</b> Sept. 9-13</p> <p><b>Part 2</b> Sept. 16-20 <b>Celebrate Freedom</b> Sept. 17 <i>Early Dismissal</i> Sept. 20</p>	<p><b>Part 1: Leaders and Authority Figures</b> (2 lessons)  <b>SS.1.12A</b> Identify the responsibilities of authority figures in the home, school, and community.  <b>SS.1.12B</b> Identify and describe the roles of public officials in the community, state, and nation.                      (PS) <b>SS.1.17A</b> Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.  <b>SS.1.18A</b> Express ideas orally based on knowledge and experiences.</p>	
		<p><b>Part 2: Celebrating Freedom</b> (3 lessons)  <b>SS.1.14A</b> Explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo.  <b>SS.1.14B</b> Recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.  <b>SS.1.14C</b> Identify anthems and mottoes of Texas and the United States.  <b>SS.1.14F</b> Identify Constitution Day as a celebration of American freedom.                      (PS) <b>SS.1.17A</b> Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	

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	Aug. 26 – Oct. 18, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 3: Understanding History</b></p> <p>In this unit, students identify contributions of key people in history, and consider how their lives have changed ours.</p>	<p><b>5</b></p> <p>45-minute lessons</p> <p><b>Suggested Pacing:</b> Sept. 23 – Oct. 4</p>	<p><b>Understanding History</b> (5 lessons)</p> <p><b>SS.1.2A</b> Identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation.</p> <p><b>SS.1.2B</b> Identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness.</p> <p><b>SS.1.2C</b> Compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation.</p> <p><b>SS.1.18A</b> Express ideas orally based on knowledge and experiences.</p> <p><b>PS SS.1.18B</b> Create and interpret visual and written material.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	
<p><b>Unit 4: Understanding Economics</b></p> <p>This unit introduces students to a study of how all families must satisfy their basic human needs for food, clothing, and shelter, and how workers produce goods and services and exchange them in markets.</p>	<p><b>6</b></p> <p>45-minute lessons</p> <p><b>Suggested Pacing:</b> Oct. 7-25</p> <p><b>Part 1</b> Oct. 7-18</p> <p><i>Early Dismissal</i> Oct. 18</p> <p><b>Part 2</b> Oct. 21-25</p>	<p><b>Part 1: Needs and Wants</b> (3 lessons)</p> <p><b>SS.1.7A</b> Describe ways that families meet basic human needs.</p> <p><b>SS.1.7B</b> Describe similarities and differences in ways families meet basic human needs.</p> <p><b>PS SS.1.17B</b> Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts.</p> <p><b>PS SS.1.17C</b> Sequence and categorize information.</p> <hr/> <p><b>Part 2: Goods and Services</b> (3 lessons)</p> <p><b>SS.1.8A</b> Identify examples of goods and services in the home, school, and community.</p> <p><b>AR SS.1.8B</b> Identify ways people exchange goods and services.</p> <p><b>AR SS.1.8C</b> Identify the role of markets in the exchange of goods and services.</p> <p><b>PS SS.1.17A</b> Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.</p> <p><b>PS SS.1.17C</b> Sequence and categorize information.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	

Cycle 2	39 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.
	Oct. 21 – Dec. 19, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 5: Understanding Good Citizenship</b></p> <p>In this unit, students learn the characteristics of good citizenship and then identify people, both past and present, who exemplify those characteristics. Students also learn about voting as an important responsibility of citizens in a democratic society, and use voting to make some decisions in the classroom.</p>	<p><b>8</b></p> <p>45-minute lessons</p> <p><b>Suggested Pacing:</b> Oct. 28 – Nov. 15</p> <p><b>Part 1</b> Oct. 28 – Nov. 1</p> <p><b>Part 2</b> Nov. 4-8</p> <p><i>Early Dismissal</i> Nov. 8</p>	<p><b>Part 1: Good Citizens in our Community</b> (2 lessons)</p> <p><b>SS.1.13A</b> Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting..</p> <p><b>PS SS.1.18B</b> Create and interpret visual and written material.</p>	
	<p><b>Part 3</b> Nov. 11-15</p> <p><i>Thanksgiving Holiday</i> Nov. -29</p>	<p><b>Part 2: Good Citizens in History</b> (3 lessons)</p> <p><b>SS.1.13B</b> Identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship.</p> <p><b>SS.1.13C</b> Identify other individuals who exemplify good citizenship</p> <p><b>PS SS.1.17B</b> Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts.</p> <p><b>AR SS.1.14D</b> Explain and practice voting as a way of making choices and decisions.</p> <p><b>SS.1.19B</b> 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 that decision.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	
	<p><b>Part 3: Making Good Decisions</b> (3 lessons)</p> <p><b>AR SS.1.14D</b> Explain and practice voting as a way of making choices and decisions.</p> <p><b>SS.1.19B</b> 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 that decision.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>		

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	Oct. 21 – Dec. 19, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<b>Unit 6:</b> <b><u>Understanding Geography</u></b> This unit introduces students to the basic geographic skill of using simple maps, globes, and cardinal directions to locate places. Students also learn about physical features on the Earth's surface.	<b>6</b> 45-minute lessons  <b>Suggested Pacing:</b> Nov. 18 – Dec. 6  <b>Part 1</b> Nov. 18-22  <b>Part 2</b> Dec. 2-6	<b>Part 1: Land and Water on the Earth</b> (4 lessons) <b>SS.1.5A</b> Create and use simple maps such as maps of the home, classroom, school, and community. <b>SS.1.6A</b> Identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather. <b>PS SS.1.18B</b> Create and interpret visual and written material.	
		<b>Part 2: Maps</b> (4 lessons) <b>SS.1.4A</b> Locate places using the four cardinal directions. <b>SS.1.4B</b> Describe the location of self and objects relative to other locations in the classroom and school. <b>SS.1.5A</b> Create and use simple maps such as maps of the home, classroom, school, and community. <b>SS.1.5B</b> Locate the community, Texas, and the United States on maps and globes. <b>PS SS.1.17B</b> Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts.  Extend, Review, Assess, and Reteach time is built within each unit.	
<b>Unit 7:</b> <b><u>Understanding Celebrations</u></b> In this unit, students explore select national, state, and community holidays, symbols, customs, and celebrations as commemorations of important group values.	<b>8</b> 45-minute lessons  <b>Suggested Pacing:</b> Dec. 9-20  <b>Part 1</b> Dec.9-13  <b>Part 2</b> Dec. 16-20  <i>Teacher Preparation Day</i> <i>Dec. 20</i>  <i>Winter Break</i> <i>Dec. 23 – Jan. 3</i>	<b>Part 1: Holidays and Celebrations</b> (3 lessons) <b>SS.1.1A</b> Describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans Day. <b>SS.1.1B</b> Compare the observance of holidays and celebrations, past and present. <b>PS SS.1.17C</b> Sequence and categorize information.	
		<b>Part 2: Families and Communities Celebrate</b> (3 lessons) <b>SS.1.14E</b> Explain how patriotic customs and celebrations reflect American individualism and freedom. <b>AR SS.1.15A</b> Describe and explain the importance of various beliefs, customs, language, and traditions of families and communities. <b>SS.1.15B</b> Explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities. <b>PS SS.1.18B</b> Create and interpret visual and written material.  Extend, Review, Assess, and Reteach time is built within each unit.	

Cycle 3	49 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.
	Jan. 6 – Mar. 13, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 8:</b> <a href="#">Remembering Important People and Events</a></p> <p>In this unit, students continue examining the significance of important people and events in history.</p>	<p><b>5</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Jan. 6-17</p> <p><i>Early Dismissal</i> Jan. 17</p> <p><i>MLK Holiday</i> Jan. 20</p>	<p><b>Important People and Events</b> (5 lessons)  <b>SS.1.2A</b> Identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation.  <b>SS.1.2B</b> Identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness.  <b>SS.1.18A</b> Express ideas orally based on knowledge and experiences.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	
<p><b>Unit 9:</b> <a href="#">Working in My Community</a></p> <p>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.</p>	<p><b>8</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Jan. 21 – Feb. 7</p> <p><b>Part 1</b> Jan. 21-24</p> <p><b>Part 2</b> Jan. 27 – Feb. 7</p>	<p><b>Part 1: Making Choices</b> (4 lessons)  <b>SS.1.9A</b> Identify examples of people wanting more than they can have.  <b>SS.1.9B</b> Explain why wanting more than they can have requires that people make choices.  <b>SS.1.9C</b> Identify examples of choices families make when buying goods and services.  <b>AR SS.1.14D</b> Explain and practice voting as a way of making choices and decisions.  <b>PS SS.1.17C</b> Sequence and categorize information.</p> <hr/> <p><b>Part 2: Going to Work</b> (4 lessons)  <b>SS.1.10A</b> Describe the components of various jobs and the characteristics of a job well performed.  <b>AR SS.1.10B</b> Describe how specialized jobs contribute to the production of goods and services.  <b>AR SS.1.16C</b> Describe how technology changes the way people work.  <b>PS SS.1.17A</b> Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	



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<b>Unit 10:</b> <b><u>The Earth and Us</u></b> In this unit, students look at relationships between people and their environment. Students identify how people use natural resources, and they learn to identify and describe certain human characteristics of places on Earth.	<b>8</b> 45-minute lessons <b>Suggested Pacing:</b> Feb. 10-21 <b>Part 1</b> Feb. 10-14 <i>Early Dismissal</i> Feb. 14  <b>Part 2</b> Feb. 17-21	<b>Part 1: Natural Resources</b> (4 lessons) <b>AR SS.1.6B</b> Identify examples of and uses for natural resources in the community, state, and nation. <b>PS SS.1.18B</b> Create and interpret visual and written material.	
		<b>Part 2: People on the Earth</b> (4 lessons) <b>AR SS.1.6C</b> Identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location. <b>PS SS.1.17B</b> Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts.  Extend, Review, Assess, and Reteach time is built within each unit.	
<b>Unit 11:</b> <b><u>Technology</u></b> In this unit, students explore the effects of technology on how people live and work over time.	<b>5</b> 45-minute lessons <b>Suggested Pacing:</b> Feb. 24 – Mar. 13 <b>Part 1</b> Feb. 24-28  <b>Part 2</b> Mar. 2-13  <i>Spring Break</i> Mar. 16-20	<b>Part 1: Technology Changes How We Live</b> (3 lessons) <b>SS.1.16A</b> Describe how technology changes the ways families live. <b>AR SS.1.16B</b> Describe how technology changes communication, transportation, and recreation. <b>PS SS.1.17A</b> Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.  Extend, Review, Assess, and Reteach time is built within each unit.	
		<b>Part 2: Technology Changes How We Work</b> (3 lessons) <b>AR SS.1.16C</b> Describe how technology changes the way people work. <b>PS SS.1.17B</b> Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts.  Extend, Review, Assess, and Reteach time is built within each unit.	

Cycle 4	47 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.
	Mar. 23 – May 29, 2020	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 12:</b> <a href="#">Recording the Changes in Our Lives</a></p> <p>This unit allows students to practice recording information about the people, places, and events around them (i.e., creating a historical record).</p>	<p>7 45-minute lessons</p> <p><b>Suggested Pacing:</b> Mar. 23 – Apr. 3</p> <p><i>Chávez/Huerta Day</i> Mar. 30</p>	<p><b>Recording the Changes in Our Lives</b> (7 lessons)</p> <p><b>SS.1.2C</b> Compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation.</p> <p><b>SS.1.3C</b> Create a calendar and simple timeline.</p> <p>Ⓟ <b>SS.1.17A</b> Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.</p> <p>Ⓟ <b>SS.1.17B</b> Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts.</p> <p>Ⓟ <b>SS.1.17C</b> Sequence and categorize information.</p> <p>Ⓟ <b>SS.1.18B</b> Create and interpret visual and written material.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>
<p><b>Unit 13:</b> <a href="#">Making Decisions</a></p> <p>This unit provides an opportunity for students to study and practice decision-making skills and apply them to a topic or question of their own choosing.</p>	<p>7 45-minute lessons</p> <p><b>Suggested Pacing:</b> Apr. 6-24</p> <p><i>Spring Holiday</i> Apr. 10</p>	<p><b>Making Decisions</b> (7 lessons)</p> <p>Ⓟ <b>SS.1.17A</b> Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.</p> <p>Ⓟ <b>SS.1.17B</b> Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts.</p> <p>Ⓟ <b>SS.1.17C</b> Sequence and categorize information.</p> <p><b>SS.1.18A</b> Express ideas orally based on knowledge and experiences.</p> <p>Ⓟ <b>SS.1.18B</b> Create and interpret visual and written material.</p> <p><b>SS.1.19B</b> 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 that decision.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>
<p><b>Unit 14:</b> <a href="#">Solving Problems</a></p> <p>This unit provides an opportunity for students to study and practice problem-solving skills and apply them to a problem they have identified during the course of the year.</p>	<p>7 45-minute lessons</p> <p><b>Suggested Pacing:</b> Apr. 27 – May 15</p>	<p><b>Solving Problems</b> (7 lessons)</p> <p>Ⓟ <b>SS.1.17A</b> Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.</p> <p>Ⓟ <b>SS.1.17B</b> Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts.</p> <p><b>SS.1.18A</b> Express ideas orally based on knowledge and experiences.</p> <p>Ⓟ <b>SS.1.18B</b> Create and interpret visual and written material.</p> <p><b>SS.1.19A</b> 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.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>

Cycle 4	47 Days	
	Mar. 23 – May 29, 2020	
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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 15:</b> <b><u>Into the Future</u></b> This unit reinforces the concept of change over time and helps students distinguish among events in the past (during first grade), events now (at the end of the year), and things to come (next year).</p>	<p><b>5</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> May 18-29</p> <p><i>Memorial Day</i> <i>May 25</i></p>	<p><b>Into the Future</b> (5 lessons)</p> <p><b>SS.1.3A</b> Distinguish among past, present, and future.</p> <p>Ⓟ <b>SS.1.17C</b> Sequence and categorize information.</p> <p><b>SS.1.18A</b> Express ideas orally based on knowledge and experiences.</p> <p>Ⓟ <b>SS.1.18B</b> Create and interpret visual and written material.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>