

Cycle 1	27 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 23 - Oct. 1, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 1: Our World This two-part unit explores the world based on the concept of regions. Using these world regions, students review map and graph interpretation skills. This unit introduces students to world cultural regions that form the basis for the entire 6 th grade Contemporary World Cultures curriculum.	5 class periods (90-min. each) or 10 class periods (45-min. each)	Part 1: Creating and Interpreting Maps and other Data Sources Ⓢ SS. 6.19C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. Ⓢ SS. 6.20A Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located? Ⓢ SS.6.20B Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts. Ⓢ SS.6.20D Create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries. Ⓢ SS.6.21A Use social studies terminology correctly.
	<i>Enrichment Opportunities</i> Aug. 2-13 <i>Teachers Report to Work</i> Aug. 16 <i>Teacher Service Days</i> Aug. 16-17, Aug. 19-20 <i>Teacher Prep Day</i> (no students) Aug. 18 <i>Labor Day</i> Sept. 6 <i>Fall Holiday</i> Sept. 16 <i>Teacher Service Day</i> (no students) Sept. 17	

Cycle 1	27 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 23 - Oct. 1, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 2: Being a Geographer This five-part unit introduces students to the concept of systems including the physical and human systems that geographers use to organize and study people and patterns in the world. These concepts continue throughout the course supported with specific regional content as students learn more about each major world cultural and geographic region.	6 class periods (90-min. each) or 12 class periods (45-min. each)	Part 1: The eNvironment SS.6.5A Describe ways people have been impacted by physical processes such as earthquakes and climate. AR SS.6.5B Identify and analyze ways people have adapted to the physical environment in various places and regions. AR SS.6.5C Identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure. PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. PS SS.6.19C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. PS SS.6.21A Use social studies terminology correctly.
		Part 2: Economics SS.6.4A Explain the geographic factors responsible for the location of economic activities in places and regions. SS.6.6A Describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies. SS.6.6B Identify problems that may arise when one or more of the factors of production is in relatively short supply. AR SS.6.8B Describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy. PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. PS SS.6.21A Use social studies terminology correctly.
		Part 3: Social/Cultural AR SS.6.13A Identify and describe common traits that define cultures and culture regions. AR SS.6.15A Identify and describe means of cultural diffusion such as trade, travel, and war. SS.6.15B Identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development.

Cycle 1	27 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
Unit	# Class Periods	
		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p>Ⓟ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓟ SS.6.21A Use social studies terminology correctly.</p> <hr/> <p>Part 4: Political</p> <p>Ⓐ SS.6.9A Describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited). SS.6.9B Identify reasons for limiting the power of government.</p> <p>Ⓐ SS.6.10A Identify and give examples of governments with rule by one, few, or many. SS.6.10B Compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function. SS.6.10C Identify historical origins of democratic forms of government such as Ancient Greece.</p> <p>Ⓟ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓟ SS.6.21A Use social studies terminology correctly;</p> <hr/> <p>Part 5: Putting It All Together: Economic, Social, Political, and eNvironmental [ESPN]</p> <p>Ⓐ SS.6.1B Evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p> <p>Ⓐ SS.6.3A Identify and explain the geographic factors responsible for patterns of population in places and regions.</p> <p>Ⓐ SS.6.14A Identify institutions basic to all societies, including government, economic, educational, and religious institutions.</p> <p>Ⓟ SS.6.20A Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?</p> <p>Ⓐ SS.6.18C Make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.</p> <p>Ⓟ SS.6.19A Differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures.</p> <p>Ⓟ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p>

Cycle 1	27 Days	<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	Aug. 23 - Oct. 1, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>Ⓡ SS.6.19C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>Ⓡ SS.6.21B Incorporate main and supporting ideas in verbal and written communication based on research.</p>

Cycle 2	29 Days		The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 5 - Nov. 12, 2021		
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
Unit 3: The SHAPE of Southwest Asia and North Africa This five-part unit introduces the concept of a geographic region through the in-depth study of regions by focusing on the setting, history, cultural geography, and current issues of Southwest Asia and North Africa.	5 class periods (90-min. each)	Part 1: Setting of SW Asia/North Africa Ⓐ SS.6.3A Identify and explain the geographic factors responsible for patterns of population in places and regions. Ⓣ SS.6.3B Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases. Ⓐ SS.6.3C Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions. Ⓣ SS.6.3D Identify the location of major world countries for each of the world Regions. Ⓣ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. Ⓣ SS.6.20A Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located? Ⓣ SS.6.21A Use social studies terminology correctly.	
	or		
	10 class periods (45-min. each)		
<i>Teacher Service Day (no students)</i> Oct. 4		Part 2: History of SW Asia/North Africa Ⓐ SS.6.1A Trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade. Ⓐ SS.6.2B Describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present. Ⓣ SS.6.19A Differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures. Ⓣ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. Ⓣ SS.6.21A Use social studies terminology correctly.	
		Part 3: About the Region – Oil/Water SS.6.4A Explain the geographic factors responsible for the location of economic activities in places and regions. SS.6.8B Identify problems and issues that may arise when one or more of the factors of production is in relatively short supply. Ⓐ SS.6.6C Explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.	

Cycle 2	29 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 5 - Nov. 12, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>PS SS.6.19C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>PS SS.6.21A Use social studies terminology correctly.</p> <p>PS SS.6.23A 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.</p> <hr/> <p>Part 4: People and Culture- Religion</p> <p>SS.6.14B Compare characteristics of institutions in various contemporary societies.</p> <p>SS.6.14C Analyze the efforts and activities institutions use to sustain themselves over time.</p> <p>SS.6.17A Explain the relationship among religious ideas, philosophical ideas, and cultures.</p> <p>SS.6.17B Explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.</p> <p>PS SS.6.19A Differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures.</p> <p>PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>PS SS.6.21A Use social studies terminology correctly.</p> <hr/> <p>Part 5: Events Today – Conflict</p> <p>SS.6.1B Analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.</p> <p>SS.6.13D Analyze the experiences and contributions of diverse groups to multicultural societies.</p> <p>SS.6.15B Identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development.</p> <p>PS SS.6.19A Differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures.</p> <p>PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>PS SS.6.19D Identify different points of view about an issue or current topic.</p> <p>PS SS.6.21A Use social studies terminology correctly.</p>

Cycle 2	29 Days		The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 5 - Nov. 12, 2021		
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
Unit 4: The SHAPE of Africa South of the Sahara In this five-part unit students will use the conceptual lens of change to examine the impact of imperialism, colonialism, and nationalism on the region of Sub-Saharan Africa. In addition, this unit explores current issues facing Sub-Saharan Africa today such as civil war, refugees, famine/drought, and HIV/AIDS epidemics.	5 class periods (90-min. each) or 10 class periods (45-min. each)	Part 1: Setting of Africa South of the Sahara AR SS.6.3A Identify and explain the geographic factors responsible for patterns of population in places and regions. AR SS.6.3C Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions. PS SS.6.3D Identify the location of major world countries for each of the world regions. PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. PS SS.6.20A Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located? PS SS.6.20B Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts PS SS.6.20D Create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries. PS SS.6.21A Use social studies terminology correctly.	
		Part 2: Historical Perspective –Trade AR SS.6.1A Trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade. AR SS.6.2B Describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present. AR SS.6.3B Explain ways in which human migration influences the character of places and regions. PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. PS SS.6.21A Differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures. PS SS.6.21A Use social studies terminology correctly.	
		Part 3: About the Region – Imperialism and New Nationalism AR SS.6.1A Trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade. SS.6.1B Analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.	

Cycle 2	29 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
Unit	# Class Periods	
		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p>AR SS.6.4B Identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society’s political relationships.</p> <p>AR SS.6.6C Explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.</p> <p>AR SS.6.7A Compare ways in which various societies organize the production and distribution of goods and services.</p> <p>FS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>FS SS.6.21A Use social studies terminology correctly.</p> <hr/> <p>Part 4: People and Culture – Tribal Heritage vs. Nation-States</p> <p>FS SS.6.20B Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts.</p> <p>SS.6.13B Define a multicultural society.</p> <p>SS.6.13C Analyze the experiences and contributions of diverse groups to multicultural societies.</p> <p>SS.6.13D Identify and explain examples of conflict and cooperation between and among cultures.</p> <p>FS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>FS SS.6.21A Use social studies terminology correctly.</p> <hr/> <p>Part 5: Events Today</p> <p>SS.6.1B Analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.</p> <p>SS.6.9C Identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups.</p> <p>FS SS.6.19A Differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures.</p> <p>FS S S.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>FS SS.6.19D Identify different points of view about an issue or current topic.</p> <p>FS SS.6.20D Create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.</p> <p>FS SS.6.21A Use social studies terminology correctly.</p>

Cycle 3	30 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 5: The SHAPE of South and Southeast Asia This five-part unit explores the physical setting, the impact of geography on history and life in the region, and the current political, social, and economic characteristics of South and Southeast Asia using the conceptual framework of tradition and change.	5 class periods (90-min. each) or 10 class periods (45-min. each)	Part 1: Setting of S/SE Asia AR SS.6.3C Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions. PS SS.6.3D Identify the location of major world countries for each of the world regions. SS.6.5A Describe ways people have been impacted by physical processes such as earthquakes and climate. PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. PS SS.6.20A Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located? PS SS.6.20B Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts. PS SS.6.21A Use social studies terminology correctly.
	<i>Thanksgiving Break</i> Nov. 22-26 <i>Enrichment Opportunities</i> Dec. 20-21 <i>Winter Break</i> Dec. 20-31 <i>MLK Jr. Day</i> Jan. 17	Part 2: Historical Perspective S/SE Asia AR SS.6.1A trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade. AR SS.6.2B Describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present. PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. PS SS.6.19C organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. PS SS.6.21A Use social studies terminology correctly;
	<i>Teacher Prep Day</i> (no students) Jan. 18	Part 3: About the Region – Urban v Rural AR SS.6.5B Identify and analyze ways people have adapted to the physical environment in various places and regions. SS.6.8A Define and give examples of agricultural, retail, manufacturing (goods), and service industries. SS.6.18B Explain how resources, economic factors, and political decisions affect the use of technology. PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. PS SS.6.19C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

Cycle 3	30 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>Ⓟ SS.6.21A Use social studies terminology correctly.</p> <p>Part 4: People and Culture - Religion SS.6.17A Explain the relationship among religious ideas, philosophical ideas, and cultures. SS.6.17B Explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies. Ⓟ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. Ⓟ SS.6.21A Use social studies terminology correctly;</p> <p>Part 5: Events Today SS.6.10B Compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function SS.6.15B Identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development. SS.6.15C Analyze the impact of improved communication technology among cultures. Ⓟ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. Ⓟ SS.6.19C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. Ⓟ SS.6.21A Use social studies terminology correctly.</p>
<p>Unit 6: The SHAPE of East Asia This five-part unit addresses the setting, history, cultural geography, and current issues students have opportunities to examine the historic and contemporary ideas and issues of countries in East Asia.</p>	<p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p>	<p>Part 1: Setting of the East Asia Ⓜ SS.6.3C Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions. Ⓟ SS.6.3D Identify the location of major world countries for each of the world regions. SS.6.5B Identify and analyze ways people have adapted to the physical environment in various places and regions. SS.6.5C Identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure Ⓟ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. Ⓟ SS.6.20A Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?</p>

Cycle 3	30 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>PS SS.6.20B Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts.</p> <p>PS SS.6.20D Create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.</p> <p>PS SS.6.21A Use social studies terminology correctly.</p> <hr/> <p>Part 2: History of the East Asia</p> <p>AR SS.6.2B Describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p> <p>AR SS.6.17D Identify the impact of cultural diffusion on individuals and world societies.</p> <p>AR SS.6.18A Identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world.</p> <p>PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>PS SS.6.21A Use social studies terminology correctly.</p> <hr/> <p>Part 3: About the East Asia – Comparative Economic and Political Systems</p> <p>SS.6.6A Describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies.</p> <p>SS.6.7B Compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system.</p> <p>SS.6.7.C Understand the importance of ethics in maintaining a functional free enterprise system.</p> <p>AR SS.6.8B Describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.</p> <p>SS.6.9A describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited).</p> <p>SS.6.10B Compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function.</p> <p>SS.6.11B Explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.</p> <p>PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>AR SS.6.20C Compare various world regions and countries using data from maps, graphs, and charts.</p> <p>PS SS.6.21A Use social studies terminology correctly.</p>

Cycle 3	30 Days	<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>Part 4: <u>People and Culture- Population Density</u></p> <p>Ⓟ SS.6.20B Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts.</p> <p>Ⓟ SS.6.20D Create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.</p> <p>Ⓐ SS.6.3A Identify and explain the geographic factors responsible for patterns of population in places and regions.</p> <p>Ⓟ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓟ SS.6.21A Use social studies terminology correctly.</p> <hr/> <p>Part 5: <u>Events Today – Trade</u></p> <p>Ⓐ SS.6.5A Describe ways people have been impacted by physical processes such as earthquakes and climate.</p> <p>SS.6.13D Identify and explain examples of conflict and cooperation between and among cultures.</p> <p>SS.6.15B Identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development.</p> <p>Ⓟ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓟ SS.6.21A Use social studies terminology correctly.</p>

Cycle 4	27 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 19 - Feb 25, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 7: The SHAPE of Europe</p> <p>This five-part unit allows students to learn about and explore European physical and cultural geography, history, and current issues. By focusing on the concepts of historical legacy and change over time, the student will understand how ideas and institutions from Europe have evolved and continue to affect ESP [Economic, Social/Cultural, and Political] systems in the 21st century.</p>	<p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p> <p><i>Teacher Service Day/Presidents' Day (no students) Feb. 21</i></p>	<p>Part 1: Setting of Europe</p> <p>ⓐ SS.6.3A Identify and explain the geographic factors responsible for patterns of population in places and regions.</p> <p>ⓐ SS.6.3C Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.</p> <p>ⓕ SS.6.3D Identify the location of major world countries for each of the world regions.</p> <p>ⓕ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>ⓕ SS.6.20A Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?</p> <p>ⓕ SS.6.20B Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts.</p> <p>ⓕ SS.6.21A Use social studies terminology correctly.</p> <hr/> <p>Part 2: Historical Perspective – Seeds of Democracy</p> <p>SS.6.2A Identify and describe the historical influence of individuals or groups on various contemporary societies.</p> <p>SS.6.10C Identify historical origins of democratic forms of government such as Ancient Greece.</p> <p>SS.6.15D Identify the impact of cultural diffusion on individuals and world societies.</p> <p>ⓕ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>ⓕ SS.6.21A Use social studies terminology correctly.</p> <p>ⓕ SS.6.21B Incorporate main and supporting ideas in verbal and written communication based on research.</p> <hr/> <p>Part 3: About the Region – Industrial Revolution</p> <p>SS.6.6A Describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies.</p> <p>ⓐ SS.6.18A Identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world.</p>

Cycle 4	27 Days Jan. 19 - Feb 25, 2022	<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p> PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. </p> <p> PS SS.6.21A Use social studies terminology correctly. </p> <p> SS.6.22A 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. </p> <hr/> <p> Part 4: People and Culture </p> <p> AR SS.6.13A Identify and describe common traits that define cultures and culture regions. </p> <p> SS.6.13B Define a multicultural society. </p> <p> AR SS.6.15A Identify and describe means of cultural diffusion such as trade, travel, and war. </p> <p> SS.6.16A Explain the relationships that exist between societies and their architecture, art, music, and literature. </p> <p> SS.6.16B Describe ways in which contemporary issues influence creative expressions. </p> <p> PS SS.6.19A Differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures. </p> <p> PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. </p> <p> PS SS.6.21A Use social studies terminology correctly. </p> <hr/> <p> Part 5: Events Today – European Union </p> <p> SS.6.1B Analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions. </p> <p> SS.6.13D Identify and explain examples of conflict and cooperation between and among cultures. </p> <p> SS.6.14B Compare characteristics of institutions in various contemporary societies. </p> <p> S.6.15C Analyze the impact of improved communication technology among cultures. </p> <p> PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. </p> <p> PS SS.6.21A Use social studies terminology correctly. </p>

Cycle 4	27 Days		The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 19 - Feb 25, 2022		
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Unit 8: The SHAPE of Russia and the Commonwealth of Independent States</p> <p>In this four-part unit, students study the setting, history, cultural geography, and current issues of Russia and the Commonwealth of Independent States. The concepts of limited v unlimited government and command v market economies help shape this study.</p>	<p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p>	<p>Part 1: Setting of the Region</p> <p>Ⓐ SS.6.3A Identify and explain the geographic factors responsible for patterns of population in places and regions.</p> <p>Ⓐ SS.6.3C Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.</p> <p>Ⓟ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓟ SS.6.20A Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?</p> <p>Ⓟ SS.6.20B Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts.</p> <p>Ⓟ SS.6.21A Use social studies terminology correctly.</p> <hr/> <p>Part 2: Historical Perspective – The Rise and Fall of the Soviet Union</p> <p>Ⓐ SS.6.2B Describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p> <p>SS.6.7B Compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system.</p> <p>SS.6.9A Describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited).</p> <p>SS.6.10B Compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function.</p> <p>SS.6.11B Explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.</p> <p>Ⓟ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓟ SS.6.21A Use social studies terminology correctly.</p>	

Cycle 4	27 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 19 - Feb 25, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>Part 3 & 4 About the Region – The Breakup of the Soviet Union</p> <p>People and Culture – Diverse People, Diverse Needs</p> <p>Ⓐ SS.6.2B Describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p> <p>SS.6.7B Compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system.</p> <p>SS.6.9A Describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited).</p> <p>SS.6.10B Compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function.</p> <p>SS.6.11B Explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.</p> <p>Ⓕ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓕ SS.6.21A Use social studies terminology correctly.</p> <hr/> <p>Part 4: Events Today</p> <p>SS.6.1B Analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.</p> <p>SS.6.4A Explain the geographic factors responsible for the location of economic activities in places and regions.</p> <p>SS.6.4AB Identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.</p> <p>Ⓐ SS.6.7A Compare ways in which various societies organize the production and distribution of goods and services.</p> <p>Ⓕ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓕ SS.6.21A Use social studies terminology correctly.</p>

Cycle 5	33 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Feb. 28 - Apr. 22, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 9: The SHAPE of North America and the Caribbean In this five-part unit, students focus on the setting, history, cultural geography, and current issues of the North American countries of Canada, the United States, and Mexico with map study of select island nations in the Caribbean and countries in Central America. Using the concept of cultural diffusion and cycles of development students will compare historical and contemporary development in the selected countries within the region.	5 class periods (90-min. each) or 10 class periods (45-min. each) <i>Enrichment Opportunities</i> Mar. 14-16 <i>Spring Break</i> Mar. 14-18 <i>Chávez-Huerta Day</i> Mar. 28 <i>Spring Holiday</i> Apr. 15	Part 1: Setting of North America Ⓢ SS.6.3D Identify the location of major world countries for each of the world regions. Ⓢ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. Ⓢ SS. 6.19C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. Ⓢ SS. 6.20A Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located? SS.6.20B Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts. Ⓢ SS.6.21A Use social studies terminology correctly.
		Part 2: Historical Perspective – Cycle of Change Ⓜ SS.6.1A Trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade. Ⓢ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. Ⓢ SS.6.19C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. Ⓢ SS.6.21A Use social studies terminology correctly.
		Part 3: About the Region – Democracy in Action SS.6.2A Identify and describe the historical influence of individuals or groups on various contemporary societies. SS.6.10C Identify historical origins of democratic forms of government such as Ancient Greece. Ⓜ SS.6.11A Describe roles and responsibilities of citizens in various contemporary societies, including the United States. Ⓜ SS.6.11B Explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies Ⓜ SS.6.12A Identify and explain the duty of civic participation in societies with representative governments. SS.6.12B Explain relationships among rights, responsibilities, and duties in societies with representative governments.

Cycle 5	33 Days Feb. 28 - Apr. 22, 2022	<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p> PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. </p> <p> PS SS.6.21C Express ideas orally, based on research and experiences. </p> <p> PS SS.6.21A Use social studies terminology correctly; </p> <hr/> <p> Part 4: People and Culture – Cultural Diffusion and Diversity </p> <p> SS.6.13B Define a multicultural society. </p> <p> SS.6.13C Analyze the experiences and contributions of diverse groups to multicultural societies. </p> <p> AR SS.6.15D Identify the impact of cultural diffusion on individuals and world societies. </p> <p> SS.6.16C Identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time. </p> <p> PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. </p> <p> PS SS.6.21A Use social studies terminology correctly. </p> <hr/> <p> Part 5: Events Today in the Region: U.S. and Mexico </p> <p> AR SS.6.3B Explain ways in which human migration influences the character of places and regions. </p> <p> AR SS.6.4B Identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships. </p> <p> PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. </p> <p> PS SS.6.19D Identify different points of view about an issue or current topic. </p> <p> PS SS.6.21A Use social studies terminology correctly. </p> <p> PS SS.6.21C Express ideas orally based on research and experiences. </p> <p> PS SS.6.22A 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. </p>

Cycle 5	33 Days	
	Feb. 28 - Apr. 22, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 10: The SHAPE of South America Using <i>ESPN</i> (Economic, Social/Cultural, Political, and eNvironmental) this unit addresses issues facing South American nations as well as the historical legacy which contributes to the rich cultural diversity of the region.	5 class periods (90-min. each) or 10 class periods (45-min. each)	<p>Part 1: Setting of South America</p> <p>Ⓐ SS.6.3A Identify and explain the geographic factors responsible for patterns of population in places and regions.</p> <p>Ⓐ SS.6.3C Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.</p> <p>Ⓟ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓟ SS. 6.20A Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?</p> <p>Ⓟ SS.6.20B Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts.</p> <p>Ⓟ SS.6.21A Use social studies terminology correctly.</p>
		<p>Part 2: Historical Perspective – South America</p> <p>Ⓐ SS.6.1A Trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade.</p> <p>Ⓟ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓟ SS.6.21A Use social studies terminology correctly.</p> <p>SS.6.21B Incorporate main and supporting ideas in verbal and written communication based on research.</p>
		<p>Part 3: About the Region – Economic Development</p> <p>SS.6.4A Explain the geographic factors responsible for the location of economic activities in places and regions.</p> <p>SS.6.5C Identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.</p> <p>SS.6.18C Make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological advances.</p> <p>Ⓟ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓟ SS.6.19D Identify different points of view about an issue or current topic.</p>

Cycle 5	33 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
Unit	# Class Periods	
		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p>Ⓟ SS.6.21A Use social studies terminology correctly.</p> <hr/> <p>Part 4: People and Culture</p> <p>Ⓜ SS.6.17A Identify and describe how trade, travel, and war spread culture traits.</p> <p>SS.6.18C Describe ways in which contemporary expressions of culture have been influenced by the past.</p> <p>Ⓟ SS.6.19A Differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures.</p> <p>Ⓟ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓟ SS.6.21A Use social studies terminology correctly.</p> <hr/> <p>Part 5: Events Today</p> <p>SS.6.15C Analyze the impact of improved communication technology among cultures.</p> <p>Ⓟ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓟ SS.6.21A Use social studies terminology correctly.</p> <p>Ⓟ SS.6.21D Create written and visual material such as journal entries, report, graphic organizers, outlines, and bibliographies based on research.</p>

Cycle 6	31 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Apr. 25 - June 7, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 11: The SHAPE of Australia, Oceania, and the Pacific Rim In this three-part unit students study the setting, history, cultural geography, and current issues of the continent of Australia, the island nations of New Zealand, Oceania and the Pacific Rim, and the continent of Antarctica.	4 class periods (90-min. each) or 8 class periods (45-min. each) <i>Memorial Day May 30</i> <i>Teacher Prep Day (no students) June 8</i>	<p>Part 1: Setting of the Region</p> <p>AR SS.6.3A Identify and explain the geographic factors responsible for patterns of population in places and regions.</p> <p>AR SS.6.3C Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.</p> <p>PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>PS SS. 6.20A Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?</p> <p>PS SS.6.20B Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts.</p> <p>PS SS.6.21A Use social studies terminology correctly.</p> <hr/> <p>Part 2: Historical Perspective /About the Region – Impact of Immigration</p> <p>AR SS.6.1A trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade.</p> <p>AR SS.6.3B Explain ways in which human migration influences the character of places and regions.</p> <p>PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>PS SS.6.19C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>PS SS.6.21A Use social studies terminology correctly.</p> <hr/> <p>Part 3: People and Culture/Events Today – Urban/Rural: Economics of the Region</p> <p>AR SS.6.3A Identify and explain the geographic factors responsible for patterns of population in places and regions.</p> <p>SS.6.4A Explain the geographic factors responsible for the location of economic activities in places and regions.</p> <p>AR SS.6.5B Identify and analyze ways people have adapted to the physical environment in various places and regions.</p> <p>AR SS.6.5C Identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.</p> <p>PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>PS SS.6.21A Use social studies terminology correctly.</p>

Cycle 6	31 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Apr. 25 - June 7, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 12: 21st Century World This four-part unit provides a summary of the entire year and allows students a chance to synthesize and apply skills and knowledge gained through the study of various world regions. There is an emphasis on ESP factors to compare world regions as well as current issues facing each of the regions.	8 class periods (90-min. each) or 16 class periods (45-min. each)	Part 1: Comparing Economic Systems and Development Among World Regions AR SS.6.7A Compare ways in which various societies organize the production and distribution of goods and services. AR SS.6.8B Describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy. PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. PS SS.6.19C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. PS SS.6.21A Use social studies terminology correctly.
		Part 2: Comparing Social/Cultural Characteristics Among World Regions AR SS.6.13A Identify and describe common traits that define cultures and culture regions. SS.6.13C Analyze the experiences and contributions of diverse groups to multicultural societies. SS.6.14B Compare characteristics of institutions in various contemporary societies. AR SS.6.15D Identify the impact of cultural diffusion on individuals and world societies. SS.6.16B Describe ways in which contemporary issues influence creative expression. PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. PS SS.6.21A Use social studies terminology correctly.
		Part 3: Comparing Political Systems Among World Regions SS.6.9A Describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited). SS.6.9B Identify reasons for limiting the power of government. AR SS.6.10A Identify and give examples of governments with rule by one, few, or many. AR SS.6.11A Describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States. SS.6.12B Explain relationships among rights, responsibilities and duties in societies with representative governments. PS SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. PS SS.6.21A Use social studies terminology correctly.

Cycle 6	31 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
Unit	# Class Periods	
		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p>Part 4: Comparing Current News and Views Among World Regions</p> <p>Ⓢ SS.6.19B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓢ SS.6.19C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>Ⓢ SS.6.19D Identify different points of view about an issue or current topic.</p> <p>Ⓢ SS.6.21D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research.</p> <p>Ⓢ SS.6.21E Use proper citations to avoid plagiarism.</p>