

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>Unit 1: <u>Geography Basics</u> This unit focuses on building the skills that allow students to describe and locate communities on maps and globes.</p>	<p>8 45-minute lessons</p> <p>Suggested Pacing: Aug. 26 – Sept. 13</p> <p>Part 1 Aug. 26-30</p> <p><i>Labor Day</i> Sept. 2</p> <p>Part 2 Sept. 3-6</p> <p>Part 3 Sept. 9-13</p>	<p>Part 1: Using Maps and Globes (3 lessons)</p> <p>SS.3.5A Use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community.</p> <p>SS.3.5B Use a scale to determine the distance between places on maps and globes.</p> <p>SS.3.5C Identify and use the compass rose, grid system, and symbols to locate places on maps and globes.</p> <p>SS.3.5D Create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system.</p>	
		<p>Part 2: Human and Physical Processes on the Earth (3 lessons)</p> <p>SS.3.4A Describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards.</p> <p>AR SS.3.4B Identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains.</p> <p>SS.3.4C Describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape.</p>	
		<p>Part 3: Putting a Human Face on a Place (2 lessons)</p> <p>AR SS.3.4E Identify and compare the human characteristics of various regions.</p> <p>PS SS.3.17C Interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	
<p>Unit 2: <u>Being an Historian</u> In this unit, students practice the study of history by locating, examining, and interpreting visual, print, and oral historical records.</p>	<p>7 45-minute lessons</p> <p>Suggested Pacing: Sept. 16 – Oct. 4</p> <p>Part 1 Sept. 16-20</p> <p>Part 2 Sept. 23 – Oct. 4</p> <p><i>Early Dismissal</i> Sept. 27</p>	<p>Part 1: Historical Documents (3 lessons)</p> <p>AR SS.3.10A Identify the purposes of the Declaration of Independence and the US Constitution, including the Bill of Rights.</p> <p>AR SS.3.10B Describe and explain the importance of the concept of “consent of the governed” as it relates to the functions of local, state, and national government.</p> <p>SS.3.18A Express ideas orally based on knowledge and experiences.</p>	
		<p>Part 2: Locating Historical Information (4 lessons)</p> <p>SS.3.3A Use vocabulary related to chronology, including past, present, and future times.</p> <p>SS.3.3B Create and interpret timelines.</p> <p>SS.3.3C Apply the terms year, decade, and century to describe historical times.</p> <p>PS SS.3.17A Research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources.</p> <p>PS SS.3.17D Use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information.</p> <p>SS.3.17E Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.</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>Unit 3: <u>Learning About Citizenship</u> In this unit, students explore the role of good citizens at home, at school, and in the neighborhood so they can learn to be good decision-makers as members of their communities.</p>	<p>6 45-minute lessons</p> <p>Suggested Pacing: Oct. 7-18</p> <p>Part 1 Oct. 7-11</p> <p>Part 2 Oct. 14-18</p> <p><i>Early Dismissal</i> Oct. 18</p>	<p>Part 1: Characteristics of Good Citizenship (3 lessons) SS.3.11A 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. SS.3.11B Identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship. SS.3.18A Express ideas orally based on knowledge and experiences.</p> <hr/> <p>Part 2: Benefits and Obligations of Citizens (3 lessons) AR SS.3.11C Identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting. SS.3.12A Give examples of community changes that result from individual or group decisions. SS.3.12B Identify examples of actions individuals and groups can take to improve the community. SS.3.12C Identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good. SS.3.18A Express ideas orally based on knowledge and experiences.</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>Unit 4: <u>Factors That Affect Settlement</u> In this unit, students practice describing the physical world around them, and then examine factors that influence how and to what extent people modify and/or adapt to their physical environment.</p>	<p>5 45-minute lessons Suggested Pacing: Oct. 21 – Nov. 1</p>	<p>Factors That Affect Settlement (5 lessons) SS.3.4A Describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards. SS.3.17E Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps. SS.3.4B Identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains. SS.3.17E Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	
<p>Unit 5: <u>Living in Communities</u> In this unit, students examine reasons why people form communities, types of communities, and the impact communities have on the physical environment. Students also consider changes that take place in communities over time and why those changes occur.</p>	<p>7 45-minute lessons Suggested Pacing: Nov. 4-22 Part 1 Nov. 4-8 <i>Early Dismissal</i> Nov. 8</p>	<p>Part 1: Types of Communities (3 lessons) SS.3.1A Describe how individuals, events, and ideas have changed communities, past and present. AR SS.3.2A Identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being. AR SS.3.4D Describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape. AR SS.3.4E Identify and compare characteristics of various regions. PS SS.3.17C Interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting. SS.3.17E Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps. SS.3.1A Describe how individuals, events, and ideas have changed communities, past and present. AR SS.3.4E Identify and compare characteristics of various regions. SS.3.17C Interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting. PS SS.3.17E Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.</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:	
	<p>Part 2 Nov. 11-22</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p>	<p>Part 2: Technology Affects Lifestyle (4 lessons)</p> <p>AR SS.3.16B Identify the impact of scientific breakthroughs and technology in computers, pasteurization, and vaccines on various communities.</p> <p>PS SS.3.17C Interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	
<p>Unit 6: Community Characteristics</p> <p>In this unit, students continue examining the characteristics all communities share, looking at how the setting of a community affects its economy, laws, and government.</p>	<p>6 45-minute lessons</p> <p>Suggested Pacing: Dec. 2-20</p> <p>Part 1 Dec. 2-6</p> <p>Part 2 Dec. 9-13</p> <p>Part 3 Dec. 16-19</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p>	<p>Part 1: The Setting of a Community (2 lessons)</p> <p>SS.3.1A Describe how individuals, events, and ideas have changed communities, past and present.</p> <p>PS SS.3.17A Research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources.</p> <p>PS SS.3.17C Interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting.</p> <p>PS SS.3.18B Use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas. <i>[taught throughout the unit]</i></p> <p>SS.3.18C Use standard grammar, spelling, sentence structure, and punctuation. <i>[taught throughout the unit]</i></p>	
		<p>Part 2: The Economy of a Community (2 lessons)</p> <p>SS.3.7A Define and identify examples of scarcity.</p> <p>SS.3.7B Explain the impact of scarcity on the production, distribution, and consumption of goods and services.</p> <p>PS SS.3.17B Sequence and categorize information.</p>	
		<p>Part 3: Laws and Government in a Community (2 lessons)</p> <p>SS.3.9A Describe the basic structure of government in the local community, state, and nation.</p> <p>SS.3.9B Identify local, state, and national government officials and explain how they are chosen.</p> <p>SS.3.9C Identify services commonly provided by local, state, and national governments.</p> <p>SS.3.9D Explain how local, state, and national government services are financed.</p> <p>AR SS.3.10B Describe and explain the importance of the concept of “consent of the governed” as it relates to the functions of local, state, and national government.</p> <p>SS.3.18A Express ideas orally based on knowledge and experiences.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	

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>Unit 7: Learning the History of a Community</p> <p>In this unit, students examine change over time, and look at ways individuals and citizen participation affect history in a community.</p>	<p>9 45-minute lessons</p> <p>Suggested Pacing: Jan. 6-31</p>	<p>Part 1: Ancient Times/Modern Times (2 lessons) SS.3.3A Use vocabulary related to chronology, including past, present, and future times. SS.3.3B Create and interpret timelines. SS.3.3C Apply the terms year, decade, and century to describe historical times. PS SS.3.17B Sequence and categorize information.</p>	
	<p>Part 1 Jan. 6-10</p> <p>Part 2 Jan. 13-17</p> <p><i>Early Dismissal</i> Jan. 17</p> <p><i>MLK Jr. Day</i> Jan. 20</p>	<p>Part 2: Looking at the History of Houston (2 lessons) AR SS.3.2A Identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being. AR SS.3.2B Identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation. PS SS.3.17A Research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources. PS SS.3.17D Use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information. PS SS.3.17E Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.</p>	
	<p>Part 3 Jan. 21-24</p>	<p>Part 3: Looking at the History of Other Communities (2 lessons) SS.3.2C Compare ways in which various other communities meet their needs. PS SS.3.17C Interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting. PS SS.3.17D Use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information.</p>	
	<p>Part 4 Jan. 27-31</p>	<p>Part 4: People Who Influence Communities (3 lessons) SS.3.1B Identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities. SS.3.1C Describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities. PS SS.3.17D Use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Unit 8: <u>Learning About the Government of a Community</u> In this unit, students learn how ideas about government and citizen participation affect the structure and function of government in a community.</p>	<p>10 45-minute lessons</p> <p>Suggested Pacing: Feb. 3-21</p> <p>Part 1 Feb. 3-14</p> <p><i>Early Dismissal</i> Feb. 14</p>	<p>Part 1: People and Their Government (5 lessons) SS.3.9A Describe the basic structure of government in the local community, state, and nation. SS.3.9B Identify local, state, and national government officials and explain how they are chosen. SS.3.9C Identify services commonly provided by local, state, and national governments. SS.3.9D Explain how local, state, and national government services are financed. AR SS.3.10B Describe and explain the importance of the concept of “consent of the governed” as it relates to the functions of local, state, and national government. PS SS.3.17E Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps. SS.3.18A Express ideas orally based on knowledge and experiences.</p>	
	<p>Part 2 Feb. 17-21</p>	<p>Part 2: Why Citizens Should Participate in Government (5 lessons) SS.3.11A 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. SS.3.12A Give examples of community changes that result from individual or group decisions. SS.3.12B Identify examples of actions individuals and groups can take to improve the community. SS.3.18A Express ideas orally based on knowledge and experiences.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Unit 9: Learning About the Economy of a Community</p> <p>In this unit, students learn about economics and the free-enterprise system. Students examine basic concepts about work; earning, spending, and saving money; the roles of producers and consumers; and the importance of markets.</p>	<p>6 45-minute lessons</p> <p>Suggested Pacing: Feb. 24 – Mar. 13</p> <p>Part 1 Feb. 24 – Mar. 6</p> <p>Part 2 Mar. 9-13</p> <p><i>Spring Break</i> <i>Mar. 16-20</i></p>	<p>Part 1: Scarcity and the Economic Choices We Make (3 lessons)</p> <p>SS.3.6A Identify ways of earning, spending, saving, and donating money. SS.3.6B Create a simple budget that allocates money for spending, saving, and donating. PS SS.3.17F Use appropriate mathematical skills to interpret social studies information such as maps and graphs. SS.3.19B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p> <hr/> <p>Part 2: The Free Enterprise System (3 lessons)</p> <p>AR SS.3.7C Explain the concept of a free market as it relates to the US free enterprise system. SS.3.8A Identify examples of how a simple business operates. SS.3.8B Explain how supply and demand affect the price of a good or service. SS.3.8C Explain how the cost of production and selling price affect profits. SS.3.8D Explain how government regulations and taxes impact consumer costs. SS.3.8E Identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses. PS SS.3.18B Use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	

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>Unit 10: Celebrations in a Community</p> <p>In this unit, students consider some of the things that people in communities recognize and celebrate (e.g., heroism, community service, poetry, art, culture, discoveries, etc.) and compare ways that different communities celebrate these things.</p>	<p>10 45-minute lessons</p> <p>Suggested Pacing: Mar. 23 – Apr. 9</p> <p>Part 1 Mar. 23-27</p> <p><i>Chávez/Huerta Day</i> Mar. 30</p>	<p>Part 1: Celebrating Community Heroes (3 lessons)</p> <p>AR SS.3.14A Identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John “Danny” Olivas, and other contemporary heroes.</p> <p>AR SS.3.14B Identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains.</p> <p>PS SS.3.17A Research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources.</p> <p>PS SS.3.17C Interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting.</p> <p>SS.3.18A Express ideas orally based on knowledge and experiences.</p> <p>PS SS.3.18B Use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas. <i>[taught throughout the unit]</i></p> <p>SS.3.18C Use standard grammar, spelling, sentence structure, and punctuation. <i>[taught throughout the unit]</i></p>	
	<p>Part 2 Mar. 31 – Apr. 3</p>	<p>Part 2: Poetry and Art in a Community (2 lessons)</p> <p>SS.3.15A Identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities.</p> <p>SS.3.15B Explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities.</p> <p>PS SS.3.17C Interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting.</p>	
	<p>Part 3 Apr. 6-7</p>	<p>Part 3: Celebrating Culture in a Community (3 lessons)</p> <p>AR SS.3.13A Explain the significance of various ethnic and/or cultural celebrations in the local community and other communities.</p> <p>SS.3.18A Express ideas orally based on knowledge and experiences. Extend, Review, Assess, and Reteach time is built within each unit.</p>	
	<p>Part 4 Apr. 8-9</p> <p><i>Spring Holiday</i> Apr. 10</p>	<p>Part 4: Comparing Community Celebrations (2 lessons)</p> <p>AR SS.3.13A Explain the significance of various ethnic and/or cultural celebrations in the local community and other communities.</p> <p>SS.3.13B Compare ethnic and/or cultural celebrations in the local community with other communities.</p> <p>PS SS.3.17E Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.</p> <p>SS.3.18A Express ideas orally based on knowledge and experiences.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	

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	Mar. 23 – May 29, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Unit 11: Changing Communities</p> <p>In this unit, students examine how science, technology, and other economic, social, and political factors can change communities over time. Students also compare ways that people in different communities live, work, and play.</p>	<p>6 45-minute lessons</p> <p>Suggested Pacing: Apr. 13 – May 8</p> <p>Part 1 Apr. 13-24</p> <p>Part 2 Apr. 27 – May 8</p>	<p>Part 1: Scientific Discoveries and Technology Change Communities (3 lessons)</p> <p>SS.3.16A Identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur.</p> <p>AR SS.3.16B Identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.</p> <p>PS SS.3.17C Interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting.</p> <hr/> <p>Part 2: Comparing Lifestyles in Different Communities (3 lessons)</p> <p>AR SS.3.2B Identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.</p> <p>SS.3.2C Compare ways in which various other communities meet their needs.</p> <p>AR SS.3.4B Identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains.</p> <p>AR SS.3.4E Identify and compare the human characteristics of various regions.</p> <p>PS SS.3.17C Interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Unit 12: Communities Here and Around the World</p> <p>In this unit, students learn and use the <i>Big6</i> research method to integrate information they have learned about communities.</p>	<p>8 45-minute lessons</p> <p>Suggested Pacing: May 11-29</p> <p>Part 1 May 11-15</p>	<p>Part 1: Community Characteristics Around the World (5 lessons)</p> <p>Ⓐ SS.3.2B Identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.</p> <p>SS.3.2C Compare ways in which various other communities meet their needs.</p> <p>Ⓟ SS.3.17A Research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources.</p> <p>Ⓟ SS.3.17B Sequence and categorize information.</p> <p>Ⓟ SS.3.17C Interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting.</p> <p>Ⓟ SS.3.17D Use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information.</p> <p>Ⓟ SS.3.18B Use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas. <i>[taught throughout the unit]</i></p> <p>SS.3.18C Use standard grammar, spelling, sentence structure, and punctuation. <i>[taught throughout the unit]</i></p>	
	<p>Part 2 May 18-29</p> <p><i>Memorial Day</i> May 25</p>	<p>Part 2: Linking It All Together (3 lessons)</p> <p>Ⓐ SS.3.2B Identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.</p> <p>SS.3.2C Compare ways in which various other communities meet their needs.</p> <p>Ⓟ SS.3.17E Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.</p> <p>SS.3.18A Express ideas orally based on knowledge and experiences.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	