

Cycle 1	27 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. 23 - Oct. 1, 2021	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 1: Being an Historian</b> In this unit, students practice the study of history by locating, examining, and interpreting visual, print, and oral historical records.	<b>8</b> 30-minute Lessons  <b>Suggested Pacing:</b> Aug. 23 – Sept.3  <b>Part 1</b> Aug. 23–27	<b>Part 1: Historical Documents</b> (4 lessons) Ⓢ <b>SS.3.8A</b> identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights Ⓡ <b>SS.3.8B</b> describe the concept of “consent of the governed” Ⓢ <b>SS.3.15D</b> express ideas orally based on knowledge and experiences
	<b>Part 2</b> Aug.30 – Sept.3  <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	<b>Part 2: Locating Historical Information</b> (4 lessons) Ⓢ <b>SS.3.14A</b> gather information, including historical and current events and geographic data, about the community using a variety of resources Ⓢ <b>SS.3.14C</b> interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps Ⓢ <b>SS.3.15A</b> use social studies terminology correctly Ⓢ <b>SS.3.15B</b> create and interpret timelines. Ⓢ <b>SS.3.15C</b> apply the terms year, decade, and century to describe historical times  <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>

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	Aug. 23 - Oct. 1, 2021	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 2: Geography Basics</b> This unit focuses on building the skills that allow students to describe and locate communities on maps and globes.	<b>16</b> 30-minute lessons  <b>Suggested Pacing:</b> Sept. 7– Oct. 1  <b>Part 1</b> Sept. 7 – 10  <i>Labor Day</i> <i>Sept. 6</i>	<b>Part 1: Using Maps and Globes</b> (4 lessons) ®SS.3.4A use cardinal and intermediate directions to locate places on maps and globes in relation to the local community ©SS.3.4B use a scale to determine the distance between places on maps and globes ®SS.3.4C identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system
	<b>Part 2</b> Sept. 13 – 20	<b>Part 2: Human and Physical Processes on the Earth</b> (4 lessons) SS.3.3A describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards ®SS.3.3B 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
	<b>Part 3</b> Sept. 21–Oct. 1  <i>Fall Holiday</i> <i>Sept. 16</i>  <i>Teacher Service Day</i> <i>(no students)</i> <i>Sept. 17</i>	<b>Part 3: Putting a Human Face on a Place</b> (8 lessons) ®SS.3.3C describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape ©SS.3.14B interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
<i>Extend, Review, Assess, and Reteach time is built within each unit.</i>		

Cycle 2	29 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. 5 - Nov. 12, 2021	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 3: Learning About Citizenship</b> 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><b>11</b> 30-minute lessons</p> <p><b>Suggested Pacing:</b> Oct. 5 – 22</p> <p><b>Part 1</b> Oct. 5 – 15</p> <p><i>Teacher Service Day (no students)</i> Oct. 4</p> <p><b>Part 2</b> Oct. 18 - 22</p>	<p><b>Part 1: Characteristics of Good Citizenship</b> (7 lessons)</p> <p>Ⓜ <b>SS.3.9A</b> identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</p> <p>Ⓜ <b>SS.3.9B</b> identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship</p> <p>Ⓜ <b>SS.3.15D</b> express ideas orally based on knowledge and experiences</p> <hr/> <p><b>Part 2: Benefits and Obligations of Citizens</b> (4 lessons)</p> <p>Ⓜ <b>SS.3.9B</b> identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship</p> <p>Ⓜ <b>SS.3.9C</b> identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting</p> <p>Ⓜ <b>SS.3.9D</b> identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good</p> <p>Ⓜ <b>SS.3.15D</b> express ideas orally based on knowledge and experiences</p> <p><i>Extend, Review, Assess, and Reteach time is built within each it.</i></p>

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	Oct. 5 - Nov. 12, 2021	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 4: Factors That Affect Settlement</b> 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><b>4</b> 30-minute lessons</p> <p><b>Suggested Pacing:</b> Oct. 25 – 29</p> <p><b>Part 1</b> Oct. 25 - 29</p> <p><b>Snapshot 1 Suggested Window:</b> October 25-29 <a href="#">See Outline for TEKS Details</a></p>	<p><b>Part 1: Factors That Affect Settlement</b> (4 lessons)</p> <p>Ⓢ<b>SS.3.3A</b> describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards</p> <p>Ⓢ<b>SS.3.3B</b> 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>Ⓢ<b>SS.3.14C</b> interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p>

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	Oct. 5 - Nov. 12, 2021	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 5: Living in Communities</b> 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.	<b>8</b> 30-minute lessons  <b>Suggested Pacing:</b> Nov. 1 - 12  <b>Part 1</b> Nov. 1 - 5  <i>Thanksgiving Holiday</i> Nov. 23-27	<b>Part 1: Types of Communities</b> (4 lessons) <b>SS.3.1A</b> describe how individuals, events, and ideas have changed communities, past and present <b>AR SS.3.2A</b> identify reasons people have formed communities, including a need for security and laws, religious freedom, and material wellbeing <b>AR SS.3.3C</b> describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape <b>PS SS.3.14B</b> interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting <b>PS SS.3.14C</b> interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
	<b>Part 2</b> Nov. 8 – 12	<b>Part 2: Technology Affects Lifestyle</b> (4 lessons) <b>AR SS.3.13B</b> describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities <b>PS SS.3.14B</b> interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting  <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>

Cycle 3	30 Days	
	Nov. 15, 2021 - Jan. 14, 2022	
	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.	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 6: Community Characteristics</b> 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.	<b>8</b> 30-minute lessons  <b>Suggested Pacing:</b> Nov. 15 - Dec. 3  <b>Part 1</b> Nov. 15 – 19  <i>Thanksgiving Break</i> Nov. 22-26  <i>Winter Break</i> Dec. 20-31	<b>Part 1: The Setting and Economy of a Community</b> (4 lessons) <b>SS.3.1A</b> Describe how individuals, events, and ideas have changed communities, past and present. <b>SS.3.6B</b> define and identify examples of scarcity <b>PS.3.14A</b> gather information, including historical and current events and geographic data, about the community using a variety of resources <b>PS.3.14B</b> interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting <b>PS.3.15E</b> create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas <i>[taught throughout the unit]</i>
	<b>Part 2</b> Nov. 29 – Dec. 3	<b>Part 2: Laws and Government in a Community</b> (4 lessons) <b>RS.3.7A</b> describe the basic structure of government in the local community, state, and nation <b>R. SS.3.7B</b> identify local, state, and national government officials and explain how they are chosen <b>S.3.7C</b> identify services commonly provided by local, state, and national governments <b>AR.3.8B</b> describe the concept of “consent of the governed” <b>PS.3.15D</b> express ideas orally based on knowledge and experiences  <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>

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	Nov. 15, 2021 - Jan. 14, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 7: Learning the History of a Community</b> In this unit, students examine change over time, and look at ways individuals and citizen participation affect history in a community.	30-minute lessons  <b>Suggested Pacing:</b> Dec. 6 – Jan. 14  <b>Part 1</b> Dec. 6 - 10	<b>Part 1: Ancient Times/Modern Times</b> (4 lessons) (PS) <b>SS.3.14B</b> interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting <b>SS.3.15A</b> use social studies terminology correctly <b>SS.3.15B</b> create and interpret timelines <b>SS.3.15C</b> apply the terms year, decade, and century to describe historical times
	<b>District-Level Assessment Suggested Window:</b> December 6-17 <a href="#">See Blueprint for TEKS Details</a>	<b>Part 2: Looking at the History of Houston</b> (4 lessons) (AR) <b>SS.3.2A</b> identify reasons people have formed communities, including a need for security and laws, religious freedom, and material wellbeing (AR) <b>SS.3.2B</b> compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation (PS) <b>SS.3.14A</b> gather information, including historical and current events and geographic data, about the community using a variety of resources (PS) <b>SS.3.14C</b> interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
	<b>Part 3</b> Jan. 3-7	<b>Part 3: Looking at the History of Other Communities</b> (3 lessons) (R) <b>SS.3.2B</b> compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation (PS) <b>SS.3.14B</b> interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting

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	Nov. 15, 2021 - Jan. 14, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p><b>Part 4</b> Jan. 10-14</p>	<p><b>Part 4: People Who Influence Communities</b> (4 lessons)  <b>SS.3.1B</b> Identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities.  <b>SS.3.1C</b> describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities</p> <p><i>Extend, Review, Assess, and Reteach time is built within each unit.</i></p>



Cycle 4	27 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. 19 - Feb. 25, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 8: Learning About the Government of a Community</b> In this unit, students learn how ideas about government and citizen participation affect the structure and function of government in a community.	<b>12</b> 30-minute lessons  <b>Suggested Pacing:</b> Jan.19 – Feb.4  <b>Part 1</b> Jan. 19 - 24	<b>Part 1: People and Their Government</b> (4 lessons) @SS.3.7A describe the basic structure of government in the local community, state, and nation @SS.3.7B identify local, state, and national government officials and explain how they are chosen @SS.3.7C identify services commonly provided by local, state, and national governments @SS.3.8B describe the concept of “consent of the governed” PS SS.3.14C Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps. PS SS.3.15D express ideas orally based on knowledge and experiences
	<b>Part 2</b> Jan. 25-Feb. 4	<b>Part 2: Why Citizens Should Participate in Government</b> (8 lessons) @SS.3.9A 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.3.9C identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting @SS.3.9D identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good PS SS.3.15D express ideas orally based on knowledge and experiences <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>

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	Jan. 19 - Feb. 25, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 9: Learning About the Economy of a Community</b> 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.	11 30-minute lessons  <b>Suggested Pacing:</b> Feb.7 - 25  <b>Part 1</b> Feb. 7- 17	<b>Part 1: Scarcity and the Economic Choices We Make</b> (7 lessons) Ⓜ <b>SS.3.5A</b> identify ways of earning, spending, saving, and donating money Ⓜ <b>SS.3.5B</b> create a simple budget that allocates money for spending and saving Ⓜ <b>SS.3.16A</b> 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
	<b>Part 2</b> Feb,18 - 25  <i>Teacher Service Day / Presidents' Day (no students)</i> Feb. 21	<b>Part 2: The Free Enterprise System</b> (4 lessons) Ⓜ <b>SS.3.6A</b> explain how supply and demand affect the price of a good or service Ⓜ <b>SS.3.6C</b> explain how the cost of production and selling price affect profits Ⓜ <b>SS.3.6D</b> identify individuals, past and present, such as Henry Ford and Sam Walton who have started new businesses Ⓜ <b>SS.3.15E</b> create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas

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	Feb. 28 - Apr. 22, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 10: Celebrations in a Community</b> 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.  <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	<b>22</b> 30-minute lessons  <b>Suggested Pacing:</b> Feb.28–Apr.22  <b>Part 1</b> Feb. 28 Mar. 4	<b>Part 1: Celebrating Community Heroes</b> (4 lessons) <b>AR SS.3.11A</b> identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains <b>AR SS.3.11B</b> identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes <b>PS SS.3.14A</b> gather information, including historical and current events and geographic data, about the community using a variety of resources <b>PS SS.3.14B</b> interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting <b>SS.3.15D</b> express ideas orally based on knowledge and experiences <b>PS SS.3.15E</b> create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas <i>[taught throughout the unit]</i>
	<b>Part 2</b> Mar. 8 - 24	<b>Part 2: Poetry and Art in a Community</b> (6 lessons) <b>SS.3.12A</b> identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities <b>PS SS.3.14B</b> interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
	<b>Part 3</b> Mar.29–Apr.12	<b>Part 3: Celebrating Culture in a Community</b> (8 lessons) <b>AR SS.3.10A</b> explain the significance of various ethnic and/or cultural celebrations in the local community and other communities <b>SS.3.15D</b> express ideas orally based on knowledge and experiences
	<b>Part 4</b> Apr. 13 - 22	<b>Part 4: Comparing Community Celebrations</b> (4 lessons) <b>AR SS.3.10A</b> explain the significance of various ethnic and/or cultural celebrations in the local community and other communities <b>SS.3.10B</b> compare ethnic and/or cultural celebrations in the local community with other communities <b>PS SS.3.14C</b> interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps <b>SS.3.15D</b> express ideas orally based on knowledge and experiences  <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>

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	Feb. 28 - Apr. 22, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p><b>Snapshot 3 Suggested Window:</b> Feb. 28 – Mar. 4 <a href="#">See Outline for TEKS Details</a></p> <p><b>STAAR-Released Assessment Suggested Window:</b> April 4 - 22</p> <p>2021 Released Assessment</p>	

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	Apr. 25 - June 7, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 11: Changing Communities</b> 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.	<b>12</b> 30-minute lessons  <b>Suggested Pacing:</b> Apr. 25-May 13  <b>Part 1</b> Apr. 25–May 6  (EOY) Ren360 Apr. 28-Jun. 1  (EOY) TX KEA Apr. 28-Jun. 1  (EOY) BRR May 2-27  <b>Part 2</b> May 9 - 13	<b>Part 1: Scientific Discoveries and Technology Change Communities</b> (8 lessons) ©SS.3.13A identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others AR SS.3.13B describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities PS SS.3.14B interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting  <b>Part 2: Comparing Lifestyles in Different Communities</b> (4 lessons) AR SS.3.2B compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation AR SS.3.3B 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 PS SS.3.14B interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting  <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>
	<b>Unit 12: Communities Here and Around the World</b> In this unit, students learn and use the <i>Big6</i> research method to integrate information they have learned about communities.	<b>12</b> 30-minute lessons  <b>Suggested Pacing:</b> May 16–June 7  <b>Part 1</b> May 16 -20  <b>Part 2</b> May 23–June 7  <i>Memorial Day</i> May 30

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	Apr. 25 - June 7, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	Teacher Prep Day (no students) June 8	<b>SS.3.15D</b> express ideas orally based on knowledge and experiences  <i>Extend, Review, Assess, and Reteach time is built within each unit</i>
	<p><b>STAAR-Released Assessment Suggested Window:</b> Apr. 4 - 22 2021 Released Assessment</p> <p><b>Snapshot 4 Suggested Window:</b> Apr. 25 - 29 <a href="#">See Outline for TEKS Details</a></p> <p><b>District Pre-Approved Assessment Suggested Window:</b> May 2 - 27 <a href="#">See Blueprint for TEKS Details</a></p>	