

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:
Unit 1: Celebrating Important Things In this unit, students examine select national, state, and community holidays, symbols, music, and art as commemorations of important group values.	8 30-minute lessons Suggested Pacing: Aug.23- Sept.3 Part 1 Aug. 23-27 Part 2 Aug.30 -Sept.3 <i>Fall Holiday</i> Sept. 16	Part 1: Pledges, Songs, and Symbols (4 lessons) Ⓢ SS.2.11A recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag Ⓢ SS.2.11B sing, recite, or identify selected patriotic songs, including “The Star-Spangled Banner” and “America the Beautiful” Ⓢ SS.2.11C identify symbols such as state and national birds and flowers and Uncle Sam Ⓜ SS.2.15A gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts Ⓜ SS.2.16E express ideas orally based on knowledge and experiences <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>
		Part 2: Celebrate Freedom (4 lessons) Ⓢ SS.2.11A recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag Ⓢ SS.2.11B sing, recite, or identify selected patriotic songs, including “The Star-Spangled Banner” and “America the Beautiful” Ⓢ SS.2.11C identify symbols such as state and national birds and flowers and Uncle Sam Ⓜ SS.2.15A gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts Ⓜ SS.2.16E express ideas orally based on knowledge and experiences <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>
Unit 2: Practicing Rules and Routines In this unit, students focus on the rules and routines they will follow as part of being good citizens of their classroom and school. Students also continue building the key study skills of analyzing information and creating meaningful products.	8 30-minute lessons Suggested Pacing: Sept. 7 –21 Part 1 Sept. 7-10 <i>Labor Day</i> Sept. 6 Part 2 Sept. 13 – 21 <i>Teacher Service Day</i> <i>(no students)</i> Sept. 17	Part 1: About Time (4 lessons) Ⓜ SS.2.16A describe the order of events by using designations of time periods such as historical and present times Ⓜ SS.2.16B apply vocabulary related to chronology, including past, present, and future Ⓜ SS.2.16C create and interpret timelines for events in the past and present Ⓜ SS.2.15B interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting
		Part 2: Rules and Laws (4 lessons) Ⓜ SS.2.8A identify functions of governments such as establishing order, providing security, and managing conflict Ⓜ SS.2.16E express ideas orally based on knowledge and experiences Ⓜ SS.2.16F create written and visual material such as stories, maps, and graphic organizers to express ideas <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 3: Remembering Important Things In this unit, students examine select national, state, and community landmarks, stories, and art as representations of important group values.</p>	<p>8 30-minute Lessons</p> <p>Suggested Pacing: Sept. 22- Oct. 1</p> <p>Part 1 Sept. 22 - 27</p> <p>Part 2 Sept. 28–Oct. 1</p> <p><i>Teacher Service Day (no students) Oct. 4</i></p>	<p>Part 1: Landmarks (4 lessons) SS.2.1B Identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings. Ⓢ SS.2.15A gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <hr/> <p>Part 2: People’s Stories and Art (4 lessons) SS.2.11D identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom Ⓢ SS.2.15B interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting Ⓢ SS.2.16E express ideas orally based on knowledge and experiences</p> <p><i>Extend, Review, Assess, and Reteach time is built within each unit.</i></p>

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:	
Unit 4: Remembering Important People In this unit, students identify contributions of key people in history, and consider how their lives have changed ours.	8 30-minute lessons Suggested Pacing: Oct. 5 – 22 Part 1 Oct. 5 - 8 Part 2 Oct. 11 – 22	Part 1: Leaders in History (4 lessons) ⓈSS.2.14A identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver ⓇSS.2.2B describe how people and events have influenced local community history ⓈSS.2.15A gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts Ⓢ SS.2.15B interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting	
		Part 2: Good Citizens in History (8 lessons) ⓇSS.2.10A 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.2.10B identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth ⓇSS.2.10C identify ways to actively practice good citizenship, including involvement in community service ⓈSS.2.16E express ideas orally based on knowledge and experiences <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>	
Unit 5: Identifying Patterns in Our World In this unit, students use, create, and interpret maps to locate places and obtain geographic information. Students also explore weather and seasonal patterns that affect where people settle on the Earth.	12 30-minute lessons Suggested Pacing: Oct.25 – Nov.12 Part 1 Oct. 25 - 29 Snapshot 1 Oct. 25 - 29 See Outline for TEKS Details Part 2 Nov.1 – 12 <i>Thanksgiving Break</i> Nov. 22-26	Part 1: Finding Places (4 lessons) ⓇSS.2.3A identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend ⓈSS.2.3B create maps to show places and routes within the home, school, and community Ⓢ SS.2.16F create written and visual material such as stories, maps, and graphic organizers to express ideas <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>	
		Part 2: Using Maps and Globes (8 lessons) ⓇSS.2.4A identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes ⓈSS.2.4B locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes ⓈSS.2.15A gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>	

Cycle 3	30 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.
	Nov. 15, 2021 – Jan. 14, 2022		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
Unit 6: Protecting the Earth In this unit, students continue their exploration of the relationship between people and their physical environment. Students also examine the ways people modify the Earth, and ways people can conserve and replenish its resources.	8 30-minute lessons Suggested Pacing: Nov. 15 - Dec. 3 Part 1 Nov. 15 - 19 Part 2 Nov. 29–Dec. 3 Snapshot 2 Dec. 6 - 17 See Outline for TEKS Details	Part 1: Modifying the Environment (4 lessons) AR SS.2.5A identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil SS.2.5B identify consequences of human modification of the physical environment PS SS.2.16F create written and visual material such as stories, maps, and graphic organizers to express ideas <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>	
		Part 2: Conserving Natural Resources (4 lessons) SS.2.5C identify ways people can conserve and replenish Earth’s resources PS SS.2.17A 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 <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>	
Unit 7: Learning About the Past In this unit, students continue examining the significance of important people and events in history. They also start considering how people study history.	14 30-minute lessons Suggested Pacing: Dec. 6 – Jan. 14 Part 1 Dec. 6 – Jan. 3 District-Level Assessment Suggested Window: Dec. 6 - 17 See Blueprint for TEKS Details Part 2 Jan. 4 - 14 <i>Winter Break</i> Dec. 20-31	Part 1: Leaders, Inventors, Good Citizens (8 lessons) SS.2.2A identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation SS.2.10B identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth SS.2.14A identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver PS SS.2.16A describe the order of events by using designations of time periods such as historical and present times PS SS.2.16B apply vocabulary related to chronology, including past, present, and future PS SS.2.16C create and interpret timelines for events in the past and present	
		Part 2: How to Study the Past (6 lessons) PS SS.2.15A gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts PS SS.2.15B interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting PS SS.2.16E express ideas orally based on knowledge and experiences PS SS.2.16D use social studies terminology correctly PS SS.2.16F create written and visual material such as stories, maps, and graphic organizers to express ideas <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>	

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:	
Unit 8: Our Government In this unit, students learn to identify important functions and services of government, and to identify key public officials. Students also consider how citizens can and should participate in government.	12 30-minute lessons Suggested Pacing: Jan. 19 -Feb. 8 <i>MLK Jr. Day</i> <i>Jan. 17</i> <i>Teacher Prep Day</i> <i>(no students)</i> <i>Jan 18</i> Part 1 Jan. 19 - 25 Part 2 Jan. 26–Feb. 1 Part 3 Feb. 2 - 8	Part 1: Special Celebrations (4 lessons) ®SS.2.1A explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving ®SS.2.12A identify the significance of various ethnic and/or cultural celebrations SS.2.12B compare ethnic and/or cultural celebrations ®SS.2.15A gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts Part 2: The Work of Government (4 lessons) SS.2.8A identify functions of governments such as establishing order, providing security, and managing conflict SS.2.8B identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community ®SS.2.15B interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting <i>Extend, Review, Assess, and Reteach time is built within each unit.</i> Part 3: Our Leaders (4 lessons) SS.2.9A name current public officials, including mayor, governor, and president SS.2.9B compare the roles of public officials, including mayor, governor, and president SS.2.9C identify ways that public officials are selected, including election and appointment to office SS.2.9D identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions ®SS.2.15A gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>	
	Unit 9: Our Economy In this unit, students start an examination of the way people provide for their material well-being. Students look at the role of work in providing	8 30-minute lessons Suggested Pacing: Feb. 9 – 25 Part 1 Feb. 9 - 16	Part 1: Earning an Income (4 lessons) SS.2.6A explain how work provides income to purchase goods and services ®SS.2.15B interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting <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:
people an income, and the importance of choice in the U.S. free enterprise system (or market economy).	<p>Part 2 Feb. 17– 25</p> <p><i>Teacher Service Day / Presidents' Day</i> <i>(no students)</i> Feb. 21</p>	<p>Part 2: Free Enterprise (4 lessons)</p> <p>SS.2.6B explain the choices people can make about earning, spending, and saving money</p> <p>SS.2.17A 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> <p><i>Extend, Review, Assess, and Reteach time is built within each unit.</i></p>



Cycle 5	33 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.
	Feb. 28 - Apr. 22, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 10: Producers and Consumers In this unit, students continue their study of the economy by looking at the roles of both consumers and producers, and the relationship each has to the other. Students also examine the production process.	10 30-minute lessons Suggested Pacing: Feb. 28–Mar. 31 Part 1 Feb. 28–Mar. 11 Snapshot 3 Feb. 28 - Mar. 4 See Outline for TEKS Details <i>Spring Break</i> Mar. 14-18 Part 2 Mar. 21 – 31 <i>Chávez-Huerta Day</i> Mar. 28	Part 1: People Buy and Sell (4 lessons) SS.2.7A distinguish between producing and consuming SS.2.7B identify ways in which people are both producers and consumers ^{PS} SS.2.16E express ideas orally based on knowledge and experiences <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>
	Part 2: Businesses Make Goods and Provide Services (6 lessons) SS.2.7C trace the development of a product from a natural resource to a finished product ^{PS} SS.2.15B interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>	
Unit 11: Changing Technology In this unit, students explore how people use science and technology to satisfy their needs by making the most of the world around them.	12 30-minute lessons Suggested Pacing: Apr. 1 - 22 Part 1 Apr. 1 - 14 <i>Spring Holiday</i> Apr. 15	Part 1: Technology Changes Our Lives (8 lessons) ^{AR} SS.2.13A describe how science and technology have affected communication, transportation, and recreation ^{AR} SS.2.13B explain how science and technology have affected the ways in which people meet basic needs ^{PS} SS.2.15A gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts <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:	
Students also look at how the use of new technology changes the way people work and live over time.	Part 2 Apr. 18 – 22	<p>Part 2: Studying Technology in History (4 lessons)</p> <p>Ⓐ SS.2.13A describe how science and technology have affected communication, transportation, and recreation</p> <p>Ⓐ SS.2.13B explain how science and technology have affected the ways in which people meet basic needs</p> <p>Ⓟ SS.2.15A gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>Ⓟ SS.2.15B interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>Ⓟ SS.2.16F create written and visual material such as stories, maps, and graphic organizers to express ideas</p> <p><i>Extend, Review, Assess, and Reteach time is built within each unit.</i></p>	



Cycle 6	31 Days	
	Apr. 25 – June 7, 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:
Unit 12: Taking Action In this unit, students study and practice problem-solving skills and apply them to a problem they have identified during the year.	12 30-minute lessons Suggested Pacing: Apr.25-May 13 Snapshot 4 April 25 - 29 See Outline for TEKS Details	Taking Action (12 lessons) SS.2.10C identify ways to actively practice good citizenship, including involvement in community service Ⓟ SS.2.15A gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts Ⓟ SS.2.15B interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting Ⓟ SS.2.16F create written and visual material such as stories, maps, and graphic organizers to express ideas <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>
Unit 13: Into the Future In this unit, students apply the concept of change over time to reflect on the events of the current school year and consider what the next year(s) may bring. Students also consider how they can become more productive and engaged citizens in their communities.	11 30-minute lessons Suggested Pacing: May 16–Jun. 7 <i>Memorial Day</i> <i>May 30</i>	Into the Future (11 lessons) SS.2.10A 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.2.10C identify ways to actively practice good citizenship, including involvement in community service Ⓟ SS.2.16B apply vocabulary related to chronology, including past, present, and future Ⓟ SS.2.16E express ideas orally based on knowledge and experiences Ⓟ SS.2.16F create written and visual material such as stories, maps, and graphic organizers to express ideas <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>