

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>Practicing Rules and Routines</u> 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.</p>	<p>6 45-minute lessons</p> <p>Suggested Pacing: Aug. 26 – Sept. 6</p> <p>Part 1 Aug. 26-30 <i>Labor Day</i> Sept. 2</p> <p>Part 2 Sept. 2-6</p>	<p>Part 1: About Time (3 lessons) SS.2.2A Describe the order of events by using designations of time periods such as historical and present times. SS.2.2B Apply vocabulary related to chronology, including past, present, and future. SS.2.2C Create and interpret timelines for events in the past and present. PS SS.2.18D Sequence and categorize information.</p> <hr/> <p>Part 2: Rules and Laws (3 lessons) SS.2.11A Identify functions of governments such as establishing order, providing security, and managing conflict. SS.2.19A Express ideas orally based on knowledge and experiences. PS SS.2.19B Create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	
<p>Unit 2: <u>Celebrating Important Things</u> In this unit, students examine select national, state, and community holidays, symbols, music, and art as commemorations of important group values.</p>	<p>5 45-minute lessons</p> <p>Suggested Pacing: Sept. 9-20</p> <p>Part 1 Sept. 9-13</p> <p>Part 2 Sept. 16-20</p> <p>Celebrate Freedom Sept. 17</p>	<p>Part 1: Pledges, Songs, and Symbols (3 lessons) SS.2.14A Recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag. SS.2.14B Identify selected patriotic songs, including “The Star Spangled Banner” and “America the Beautiful.” SS.2.14C Identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam. PS SS.2.18A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music. SS.2.19A Express ideas orally based on knowledge and experiences. Extend, Review, Assess, and Reteach time is built within each unit.</p> <p>Part 2: Celebrate Freedom (2 lessons) SS.2.14 Recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag. SS.2.14B Identify selected patriotic songs, including “The Star Spangled Banner” and “America the Beautiful” SS.2.14C Identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam. SS.2.18A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music. SS.2.19A 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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<p>Unit 3: <u>Remembering Important Things</u> In this unit, students examine select national, state, and community landmarks, stories, and art as representations of important group values.</p>	<p>8 45-minute lessons</p> <p>Suggested Pacing: Sept. 23 – Oct. 11</p> <p>Part 1 Sept. 23-27</p> <p><i>Early Dismissal</i> Sept. 27</p> <p>Part 2 Sept. 30 – Oct. 11</p>	<p>Part 1: Landmarks (2 lessons) SS.2.1B Identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings. PS SS.2.18B Obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts.</p> <hr/> <p>Part 2: People’s Stories and Art (6 lessons) SS.2.15A Identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage. SS.2.15B Explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage. PS SS.2.18E Interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting. SS.2.19A Express ideas orally based on knowledge and experiences.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	
<p>Unit 4: <u>Remembering Important People</u> In this unit, students identify contributions of key people in history, and consider how their lives have changed ours.</p>	<p>6 45-minute lessons</p> <p>Suggested Pacing: Oct. 14-18</p> <p>Part 1 Oct. 14-15</p> <p>Part 2 Oct. 16-18</p> <p><i>Early Dismissal</i> Oct. 18</p>	<p>Part 1: Leaders in History (2 lessons) SS.2.4A Identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation. SS.2.4B Identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness. SS.2.4C Explain how people and events have influenced local community history. PS SS.2.18B Obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts. PS SS.2.18E Interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.</p> <hr/> <p>Part 2: Good Citizens in History (2 lessons) SS.2.13A 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.2.13B Identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship. SS.2.13C Identify other individuals who exemplify good citizenship. SS.2.13D Identify ways to actively practice good citizenship, including involvement in community service. SS.2.19A 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	
	Oct. 21 – Dec. 19, 2019	
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:
<p>Unit 5: Identifying Patterns in Our World</p> <p>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.</p>	<p>9 45-minute lessons</p> <p>Suggested Pacing: Oct. 21 – Nov. 22</p> <p>Part 1 Oct. 21 – Nov. 1</p> <p>Part 2 Nov. 4-8</p> <p><i>Early Dismissal</i> Nov. 8</p> <p>Part 3 Nov. 11-22</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p>	<p>Part 1: Finding Places (3 lessons) SS.2.5A Interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys. SS.2.5B Create maps to show places and routes within the home, school, and community. PS SS.2.19B Create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.</p> <hr/> <p>Part 2: Using Maps and Globes (3 lessons) SS.2.6A Identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes. SS.2.6B Locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes. SS.2.6C Examine information from various sources about places and regions. PS SS.2.18B Obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts.</p> <hr/> <p>Part 3: Weather and Climate (3 lessons) SS.2.6C Examine information from various sources about places and regions. AR SS.2.7A Describe how weather patterns and seasonal patterns affect activities and settlement patterns. PS SS.2.18C 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.2.18B Obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts.</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:
Unit 6: Living on the Earth In this unit, students explore the relationship between people and their physical environment. Students examine the effects of natural resources and natural hazards on settlement patterns, and the ways people depend on the Earth and its resources.	6 45-minute lessons Suggested Pacing: Dec. 2-13 Part 1 Dec. 2-6 Part 2 Dec. 9-13	Part 1: People and Their Environment (3 lessons) Ⓐ SS.2.7B Describe how natural resources and natural hazards affect activities and settlement patterns. Ⓐ SS.2.7D Identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns. SS.2.18B Obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts.
		Part 2: Using Natural Resources (3 lessons) Ⓐ SS.2.7C Explain how people depend on the physical environment and natural resources to meet basic needs. Ⓟ SS.2.18E Interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting. SS.2.19A Express ideas orally based on knowledge and experiences. Extend, Review, Assess, and Reteach time is built within each unit.
Unit 7: 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.	4 45-minute lessons Suggested Pacing: Dec. 16-20 Part 1 Dec. 16-17 Part 2 Dec. 18-19 <i>Teacher Preparation Day</i> <i>Dec. 20</i> <i>Winter Break</i> <i>Dec. 23 – Jan. 3</i>	Part 1: Modifying the Environment (2 lessons) Ⓐ SS.2.8A Identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil. SS.2.8B Identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields. Ⓟ SS.2.19B Create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.
		Part 2: Conserving Natural Resources (2 lessons) SS.2.8C Identify ways people can conserve and replenish natural resources. SS.2.20A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. Extend, Review, Assess, and Reteach time is built within each unit.

Cycle 3	49 Days	
	Jan. 6 – Mar. 13, 2020	
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:
<p>Unit 8: 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. The observance of African-American History Month in February is an ideal opportunity for students to consider the significance of ethnic and cultural celebrations in the United States.</p>	<p>10 45-minute lessons</p> <p>Suggested Pacing: Jan. 6-17</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 Holiday</i> Jan. 20</p>	<p>Part 1: Leaders, Inventors, Good Citizens (5 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.2.2A Describe the order of events by using designations of time periods such as historical and present times. SS.2.2B Apply vocabulary related to chronology, including past, present, and future. SS.2.2C Create and interpret timelines for events in the past and present. SS.2.4A Identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation. SS.2.4B Identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness. SS.2.13B Identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship.</p> <hr/> <p>Part 2: How to Study the Past (5 lessons) SS.2.3A Identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources. SS.2.3B Describe various evidence of the same time period using primary sources such as photographs, journals, and interviews. ^{PS} SS.2.18A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music. ^{PS} SS.2.18B Obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts. ^{PS} SS.2.18C 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.2.18D Sequence and categorize information. SS.2.19A Express ideas orally based on knowledge and experiences. ^{PS} SS.2.19B Create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>
<p>Unit 9: Our Government In this unit, students learn to identify important functions and</p>	<p>8 45-minute lessons</p> <p>Suggested Pacing: Jan. 21 – Feb. 7</p>	<p>Part 1: Special Celebrations (2 lessons) ^{AR} SS.2.16A Identify the significance of various ethnic and/or cultural celebrations. SS.2.16B Compare ethnic and/or cultural celebrations. ^{PS} SS.2.18A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.</p>

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
services of government, and to identify key public officials. Students also consider how citizens can and should participate in government. The observance of African-American History Month in February is an ideal opportunity for students to consider the significance of ethnic and cultural celebrations in the United States.	Part 1 Jan. 21-24	Part 2: The Work of Government (3 lessons) SS.2.11A Identify functions of governments such as establishing order, providing security, and managing conflict. SS.2.11B Identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community. SS.2.11C Describe how governments tax citizens to pay for services. (PS) SS.2.18D Sequence and categorize information.
	Part 2 Jan. 27-31	
	Part 3 Feb. 3-7	
		Part 3: Our Leaders (3 lessons) SS.2.12A Name current public officials, including mayor, governor, and president. SS.2.12B Compare the roles of public officials, including mayor, governor, and president. SS.2.12C Identify ways that public officials are selected, including election and appointment to office. SS.2.12D 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. (PS) SS.2.18A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music. (PS) SS.2.18B Obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts. Extend, Review, Assess, and Reteach time is built within each unit.
Unit 10: 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 people an income, and the importance of choice in the U.S. free enterprise system (or market economy).	5 45-minute lessons	Part 1: Earning an Income (5 lessons) SS.2.9A Explain how work provides income to purchase goods and services. (PS) SS.2.18D Sequence and categorize information.
	Suggested Pacing: Feb. 10 – Mar. 13	
	Part 1 Feb. 10-21	
	<i>Early Dismissal</i> Feb. 14	Part 2: Free Enterprise (5 lessons) SS.2.9B Explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work. SS.2.20B Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.
	Part 2 Feb. 24 – Mar. 13	
	<i>Spring Break</i> Mar. 16-20	Extend, Review, Assess, and Reteach time is built within each unit.

Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 11: <u>Producers and Consumers</u> 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.</p>	<p>7 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 2 Mar. 31 – Apr. 9</p> <p><i>Spring Holiday</i> Apr. 10</p>	<p>Part 1: People Buy and Sell (3 lessons) SS.2.10A Distinguish between producing and consuming. SS.2.10B Identify ways in which people are both producers and consumers. SS.2.19A Express ideas orally based on knowledge and experiences.</p> <hr/> <p>Part 2: Businesses Make Goods and Provide Services (4 lessons) SS.2.10C Examine the development of a product from a natural resource to a finished product. PS SS.2.18D Sequence and categorize information. PS SS.2.18E Interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>
<p>Unit 12: <u>Changing Technology</u> In this unit, students explore how people use science and technology to satisfy their needs by making the most of the world around them. Students also look at how the use of new technology changes the way people work and live over time.</p>	<p>7 45-minute lessons</p> <p>Suggested Pacing: Apr. 13 – May 1</p> <p>Part 1 Apr. 13-17</p> <p>Part 2 Apr. 20 – May 1</p>	<p>Part 1: Technology Changes Our Lives (4 lessons) AR SS.2.17A Describe how science and technology change communication, transportation, and recreation. AR SS.2.17B Explain how science and technology change the ways in which people meet basic needs. PS SS.2.18B Obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts.</p> <hr/> <p>Part 2: Studying Technology in History (3 lessons) SS.2.3B Describe various evidence of the same time period using primary sources such as photographs, journals, and interviews. PS SS.2.19B Create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>

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	Mar. 23 – May 29, 2020	
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<p>Unit 13: <u>Taking Action</u> In this unit, students study and practice problem-solving skills and apply them to a problem they have identified during the course of the year.</p>	<p>7 45-minute lessons</p> <p>Suggested Pacing: May 4-15</p>	<p>Solving Problems (7 lessons) SS.2.13D Identify ways to actively practice good citizenship, including involvement in community service. (PS) SS.2.18A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music. (PS) SS.2.18B Obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts. (PS) SS.2.18E Interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting. (PS) SS.2.19B Create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>
<p>Unit 14: <u>Into the Future</u> 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.</p>	<p>5 45-minute lessons</p> <p>Suggested Pacing: May 18-29</p> <p><i>Memorial Day</i> May 25</p>	<p>Into the Future (5 lessons) SS.2.2B Apply vocabulary related to chronology, including past, present, and future. SS.2.13A 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.2.13D Identify ways to actively practice good citizenship, including involvement in community service. SS.2.19A Express ideas orally based on knowledge and experiences. (PS) SS.2.19B Create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>