

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:
<p>Unit 1: Celebrating Freedom</p> <p>In this unit, students focus on the founding documents, patriotic symbols, customs, and privileges associated with the American Republic. This unit is designed to support the instruction required as part of US Constitution Day and Texas' Celebrate Freedom Week.</p>	<p>8 30-minute lessons</p> <p>Suggested Pacing: Aug.23-Sept. 3</p> <p><i>Teacher Prep Day</i> (No students) Aug. 18</p> <p>Part 1 Aug. 23-27</p> <p>Part 2 Aug.30–Sept 3</p> <p><i>Labor Day</i> Sept. 6</p>	<p>Part 1: The Importance of Civic Participation (4 lessons)</p> <p>Ⓢ SS.4.15B explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects</p> <p>Ⓡ SS.4.15C explain the duty of the individual in state and local elections such as being informed and voting</p> <p>Ⓢ SS.4.15E explain how to contact elected and appointed leaders in state and local governments</p> <p>SS.4.16A identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States</p> <p>Ⓢ SS.4.16B identify leadership qualities of state and local leaders, past and present</p> <p>Ⓟ SS.4.22A use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p> <hr/> <p>Part 2: Celebrating Freedom and U.S. Constitution (4 lessons)</p> <p>Ⓢ SS.4.13C identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week)</p> <p>Ⓟ SS.4.21A use social studies terminology correctly</p> <p><i>Extend, Review, Assess, and Reteach time is built within each unit.</i></p>
<p>Unit 2: Being a Geographer</p> <p>In this unit, students study the influence of geographic factors on how and where people live. As part of that study,</p>	<p>16 30-minute Lessons</p> <p>Suggested Pacing: Sept.7–Oct. 1</p> <p>Part 1 Sept. 7-10</p>	<p>Part 1: Map Skills (4 lessons)</p> <p>Ⓟ SS.4.19C organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>Ⓟ SS.4.20A apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps</p> <p>Ⓟ SS.4.20B interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>Ⓟ SS.4.21A use social studies terminology correctly</p>

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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:
students consider the various regions of Texas, and the human and physical geographic factors that determine them.	<p>Part 2 Sept. 13-20</p> <p>Sept. 16 Holiday</p> <p>Sept. 17 Teacher Service Day (No students)</p>	<p>Part 2: Physical Regions of Texas (4 lessons)</p> <p>Ⓢ SS.4.6A identify, locate, and describe the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their characteristics such as landforms, climate, vegetation, and economic activities</p> <p>Ⓢ SS.4.6B compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains)</p> <p>Ⓟ SS.4.20A apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps</p> <p>Ⓟ SS.4.20B interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>Ⓟ SS.4.21A use social studies terminology correctly</p>
	<p>Part 3 Sept. 21-24</p>	<p>Part 3: Population Regions of Texas (4 lessons)</p> <p>Ⓢ SS.4.7A explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present</p> <p>Ⓡ SS.4.7B identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods</p> <p>Ⓟ SS.4.20A apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps</p> <p>Ⓟ SS.4.20B interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p>
	<p>Part 4 Sept. 27-Oct 1</p>	<p>Part 4: Economic Regions of Texas (4 lessons)</p> <p>Ⓡ SS.4.11A identify how people in different regions of Texas earn their living, past and present</p> <p>Ⓢ SS.4.11B explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas</p> <p>Ⓟ SS.4.20A apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps</p> <p>Ⓟ SS.4.20B interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p>
	<p>District Formative Assessment 1 Suggested Window: Sept. 29–Oct. 1 See Outline for TEKS Details</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 3: Life in Early Texas In this unit, students examine the concepts of culture, exploration, and settlement as reflected in early Texas history. Students study the lives of Native American groups and European explorers and settlers in Texas and North America. Students also consider factors that led to unrest among the colonists in Texas.	24 30-minute lessons Suggested Pacing: Oct. 5–Nov. 12 Part 1 Oct. 5-15	Part 1: Native Americans in Texas (8 lessons) SS.4.1A explain the possible origins of American Indian groups in Texas SS.4.1B identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano SS.4.1C describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern SS.4.1D locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo SS.4.9A explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting AR SS.4.12A compare how various American Indian groups such as the Caddo and the Comanche governed themselves PS SS.4.19B analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, generalizing and predictions, and drawing inferences and conclusions PS SS.4.21A use social studies terminology correctly <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>
	Part 2 Oct. 18-22	Part 2: Europeans Explore and Settle Texas (5 lessons) AR SS.4.2A summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion SS.4.2B identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas SS.4.2C explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals PS SS.4.19B analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
	Part 3 Oct. 25-29 Snapshot 1 Suggested Window: Oct. 25-29 See Outline for TEKS Details	Part 3: Empresarios Populate Texas (5 lessons) SS.4.2D identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas SS.4.2E identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas AR SS.4.7A explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present AR SS.4.7B identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods

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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:
	Part 4 Nov. 1–12	<p>AR SS.4.8B explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities</p> <p>AR SS.4.9B explain the economic activities early settlers to Texas used to meet their needs and wants</p> <p>AR SS.4.19B differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas</p> <p>SS.4.19C organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <hr/> <p>Part 4: Growing Unrest in Texas (6 lessons)</p> <p>AR SS.4.12B compare characteristics of the Spanish colonial government and the early Mexican governments in Texas</p> <p>AR SS.4.19B differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas</p> <p>PS SS.4.19D identify different points of view about an issue, topic, historical event, or current event</p> <p><i>Extend, Review, Assess, and Reteach time is built within each unit.</i></p>

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:
Unit 4: A Fight for Independence In this unit, students examine the causes and results of the conflict that was the Texas Revolution.	23 30-minute lessons Suggested Pacing: Nov. 15–Jan. 14 Part 1 Nov. 15-Dec.3 <i>Thanksgiving Holiday</i> Nov. 22-26	Part 1: Early Battles (8 lessons) (AR) SS.4.3A analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto (AR) SS.4.3B summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza (PS) SS.4.19B analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, generalizing and predictions, and drawing inferences and conclusions (PS) SS.4.21A use social studies terminology correctly <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>
	Part 2 Dec. 6-10	Part 2: Texas Declares Independence (5 lessons) (AR) SS.4.3A analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto (AR) SS.4.13A identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution (PS) SS.4.19D identify different points of view about an issue, topic, historical event, or current event
	Snapshot 2 Suggested Window: Dec. 6-17 See Outline for TEKS Details	
	District-Level Assessment Suggested Window: Dec. 6-17 See Blueprint for TEKS Details	
	Part 3 Dec. 13-17 <i>Winter Break</i> Dec. 20-31, 2021	Part 3: The Alamo and the Runaway Scrape (4 lessons) (AR) SS.4.3A analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto (S) SS.4.3B summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza (PS) SS.4.19B analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (PS) SS.4.19D identify different points of view about an issue, topic, historical event, or current event <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:
	<p>Part 4 Jan. 3-14</p> <p>District Formative Assessment 2 Suggested Window: Jan. 12 - 14 See Outline for TEKS Details</p> <p><i>Teacher Preparation Day (No students) Jan. 29</i></p>	<p>Part 4: San Jacinto—The War Ends (6 lessons)</p> <p>Ⓐ SS.4.3A analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto</p> <p>Ⓢ SS.4.14A explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument</p> <p>Ⓟ SS.4.19B analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, generalizing and predictions, and drawing inferences and conclusions</p> <p>Ⓟ SS.4.21B incorporate main and supporting ideas in verbal and written communication</p> <p><i>Extend, Review, Assess, and Reteach time is built within each unit.</i></p>

Cycle 4	27 Days	
	Jan. 19 - Feb. 25, 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 5: A New Nation and Then a State In this unit, students study the founding of the Republic of Texas and events leading the annexation of Texas by the United States.	8 30-minute lessons <i>MLK Jr. Day</i> <i>Jan. 17</i> <i>Teacher Preparation day</i> <i>Jan. 18</i> Suggested Pacing: Jan. 19-28 Part 1 Jan. 19-24	Part 1: Texas Becomes a New Nation (4 lessons) Ⓢ SS.4.3C identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones Ⓐ SS.4.3D describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers Ⓐ SS.4.3E explain the events that led to the annexation of Texas to the United States and the impact of the U.S.-Mexican War Ⓢ SS.4.14A explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument Ⓢ SS.4.14B sing or recite “Texas, Our Texas” Ⓢ SS.4.14C recite and explain the meaning of the Pledge to the Texas Flag Ⓢ SS.4.19B analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, generalizing and predictions, and drawing inferences and conclusions Ⓢ SS.4.19D identify different points of view about an issue, topic, historical event, or current event Ⓢ SS.4.21A use social studies terminology correctly
	Part 2 Jan. 25-28 Snapshot 3 Suggested Window: Feb. 28-Mar. 4 See Outline for TEKS Details STAAR-Released Assessment Suggested Window: Feb. 14-18 2020 Released Assessment	Part 2: Texas Joins the United States (4 lessons) Ⓐ SS.4.3E explain the events that led to the annexation of Texas to the United States and the impact of the U.S.-Mexican War Ⓢ SS.4.19B analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, generalizing and predictions, and drawing inferences and conclusions

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 6: Texas Government In this unit, students study the basic structure of government in Texas and the important role of citizens in it.	7 30-minute lessons Suggested Pacing: Jan.31-Feb. 9	Texas Government (7 lessons) Ⓐ SS.4.13A identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution Ⓐ SS.4.13B identify and explain the basic functions of the three branches of government according to the Texas Constitution Ⓢ SS.4.15A identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll Ⓢ SS.4.15B explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects Ⓐ SS.4.15C explain the duty of the individual in state and local elections such as being informed and voting Ⓢ SS.4.15D identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals Ⓢ SS.4.16A identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, US senators, local US representatives, and Texans who have been president of the United States Ⓢ SS.4.16B identify leadership qualities of state and local leaders, past and present Ⓢ SS.4.21A use social studies terminology correctly <i>[taught throughout the unit]</i> Ⓢ SS.4.21B incorporate main and supporting ideas in verbal and written communication Ⓢ SS.4.21D create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>
Unit 7: Texas in the Civil War In this unit, students study the causes and impact of the Civil War on Texas and Texas' role in the war.	8 30-minute lessons Suggested Pacing: Feb. 10-25 Part 1 Feb. 10-16	Part 1: Causes of the Civil War (4 lessons) Ⓐ SS.4.4A describe the impact of the Civil War and Reconstruction on Texas Ⓢ SS.4.19A differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas Ⓢ SS.4.19B analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, generalizing and predictions, and drawing inferences and conclusions Ⓢ SS.4.19D identify different points of view about an issue, topic, historical event, or current event

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	Jan. 19 - Feb. 25, 2022	
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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Part 2 Feb. 17-25</p> <p><i>Teacher Service Day (No students) Feb. 21</i></p> <p>District Formative Assessment 3 Suggested Window: Feb. 23 - 25 See Outline for TEKS Details</p>	<p>Ⓟ SS.4.21A use social studies terminology correctly</p> <hr/> <p>Part 2: The Civil War in Texas and Turning Points (4 lessons)</p> <p>Ⓜ SS.4.4A describe the impact of the Civil War and Reconstruction on Texas</p> <p>Ⓟ SS.4.19B analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, generalizing and predictions, and drawing inferences and conclusions</p> <p>Ⓟ SS.4.21B incorporate main and supporting ideas in verbal and written communication</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 8: Reconstruction in Texas and the United States In this unit, students examine the effects of the Civil War and Reconstruction on Texas.	4 30-minute lessons Suggested Pacing: Feb. 28-Mar. 4	Reconstruction in Texas and the United States (4 lessons) (AR) SS.4.4A describe the impact of the Civil War and Reconstruction (PS) SS.4.19A differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas (PS) SS.4.19B analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, generalizing and predictions, and drawing inferences and conclusions (PS) SS.4.21B incorporate main and supporting ideas in verbal and written communication <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>
Unit 9: Economic Growth In this unit, students examine the development of the free enterprise system in Texas after the Civil War, including its economic, social, and political effects on the lives of Texans.	15 30-minute lessons Suggested Pacing: Mar. 7–Apr. 8 Part 1 Mar. 7–23 <i>Spring Break</i> Mar. 14-18	Part 1: The Cattle Industry and the Cowboy Life (6 lessons) (R) SS.4.4B explain the growth, development, and impact of the cattle industry such as contributions made by Charles Goodnight, Richard King, and Lizzie Johnson (AR) SS.4.10A describe how the free enterprise system works, including supply and demand (S) SS.4.10B identify examples of the benefits of the free enterprise system such as choice and opportunity (PS) SS.4.21A use social studies terminology correctly [<i>taught throughout the unit</i>] (PS) SS.4.21B incorporate main and supporting ideas in verbal and written communication <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>
	Part 2 Mar. 24-Apr. 1 <i>Chávez/Huerta Day</i> Mar. 28	Part 2: Railroads and Economic Growth (4 lessons) (S) SS.4.4C explain the effects of the railroad industry on life in Texas, including changes to cities and major industries (S) SS.4.11D explain how developments in transportation and communication have influenced economic activities in Texas (PS) SS.4.21B incorporate main and supporting ideas in verbal and written communication <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>
	Part 3 Apr. 4-8	Part 3: Taming the Range—Barbed Wire, Windmills, and Other Innovations (5 lessons) (AR) SS.4.8A describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams (AR) SS.4.11B explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas

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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>Ⓢ SS.4.18A identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions</p> <p>Ⓡ SS.4.18B describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas</p> <p>Ⓟ SS.4.21B incorporate main and supporting ideas in verbal and written communication</p> <p><i>Extend, Review, Assess, and Reteach time is built within each unit.</i></p>
<p>Unit 10: End of an Era In this unit, students examine the changes in the lives of Native Americans and others in Texas at the end of the nineteenth century.</p>	<p>Suggested Pacing: Apr. 11 - 22</p> <p>Part 1 Apr. 11-14</p> <p><i>Spring Holiday</i> Apr. 15</p>	<p>Part 1: End of an Era for Native Americans in Texas (4 lessons)</p> <p>Ⓢ SS.4.4D explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo</p> <p>Ⓢ SS.4.11B explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas</p> <p>Ⓟ SS.4.19B analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, generalizing and predictions, and drawing inferences and conclusions</p> <p>Ⓡ SS.4.19D identify different points of view about an issue, topic, historical event, or current event</p>
	<p>Part 2 Apr. 18-22</p> <p><i>Spring Holiday</i> Apr. 15</p> <p>District Formative Assessment 4 Suggested Window: Apr. 20 - 22 See Outline for TEKS Details</p>	<p>Part 2: Texas At the End of the Nineteenth Century (3 lessons)</p> <p>Ⓢ SS.4.11B explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas</p> <p>Ⓢ SS.4.11D explain how developments in transportation and communication have influenced economic activities in Texas</p> <p>Ⓟ SS.4.19B analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, generalizing and predictions, and drawing inferences and conclusions</p> <p><i>Extend, Review, Assess, and Reteach time is built within each unit.</i></p>

Cycle 6	31 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.
	Apr. 25 - June 7, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 11: Texas Enters the Twentieth Century In this unit, students study people and events associated with the economic and social development of Texas in the early twentieth century.</p>	<p>4 30-minute lessons</p> <p>Suggested Pacing: Apr. 25-29</p> <p>Snapshot 4 Suggested Window: Apr. 25-29 See Outline for TEKS Details</p> <p>District Pre-Approved Assessment Suggested Window: May 2-27 See Blueprint for TEKS Details</p>	<p>Oil and Notable People in Texas (4 lessons)</p> <p>Ⓡ SS.4.5A explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals</p> <p>Ⓡ SS.4.5B explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including Spindletop and important people such as Pattillo Higgins</p> <p>Ⓢ SS.4.15D identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals</p> <p>Ⓡ SS.4.18B describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas</p> <p>Ⓢ SS.4.19A differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas</p> <p>Ⓢ SS.4.19B analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>Ⓢ SS.4.19C organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>Ⓢ SS.4.21A use social studies terminology correctly</p> <p><i>Extend, Review, Assess, and Reteach time is built within each unit.</i></p>
<p>Unit 12: Depression and World War In this unit, students focus on two major events of the twentieth century: The Great Depression and World War II. Students consider notable individuals associated with the events and changes that the</p>	<p>8 30-minute lessons</p> <p>Suggested Pacing: May 2 - 13</p> <p>Part 1 May 2-6</p>	<p>Part 1: The Great Depression (4 lessons)</p> <p>Ⓡ SS.4.5A explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals</p> <p>Ⓡ SS.4.10A describe how the free enterprise system works, including supply and demand</p> <p>Ⓡ SS.4.10B identify examples of the benefits of the free enterprise system such as choice and opportunity</p> <p>Ⓡ SS.4.10C describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom</p> <p>Ⓢ SS.4.19A differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas</p>

Cycle 6	31 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.
	Apr. 25 - June 7, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
events caused in the way Texans lived, worked, and governed themselves.		<p>PS SS.4.19B analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>PS SS.4.19C organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p><i>Extend, Review, Assess, and Reteach time is built within each unit.</i></p>
	<p>Part 2 May 9-13</p>	<p>Part 2: World War II (4 lessons)</p> <p>AR SS.4.5A explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals</p> <p>PS SS.4.19A differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas</p> <p>PS SS.4.19B analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>PS SS.4.21B incorporate main and supporting ideas in verbal and written communication</p> <p><i>Extend, Review, Assess, and Reteach time is built within each unit.</i></p>
<p>Unit 13: Texas Diversifies In this unit, students examine the growing urbanization, modernization, and economic integration of Texas in the last half of the twentieth century and in the start of the twenty-first.</p>	<p>8 30-minute lessons</p> <p>Suggested Pacing: May 16–27</p> <p>Part 1 May 16-20</p>	<p>Part 1: Texas Becomes an Urban State (4 lessons)</p> <p>AR SS.4.5A explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals</p> <p>SS SS.4.11C identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas</p> <p>PS SS.4.19B analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>PS SS.4.19C organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>PS SS.4.21A use social studies terminology correctly</p>

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	<p>Part 2 May. 23-27</p> <p><i>Memorial Day</i> May 30</p>	<p>Part 2: Agriculture and the Texas Economy (4 lessons)</p> <p>Ⓐ SS.4.8A describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams</p> <p>Ⓢ SS.4.8C compare the positive and negative consequences of human modification of the environment in Texas, past and present</p> <p>Ⓐ SS.4.11A identify how people in different regions of Texas earn their living, past and present</p> <p>Ⓐ SS.4.11B explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas</p> <p>Ⓢ SS.4.11D explain how developments in transportation and communication have influenced economic activities in Texas</p> <p>Ⓢ SS.4.18A identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions</p> <p>Ⓐ SS.4.18B describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas</p> <p><i>Extend, Review, Assess, and Reteach time is built within each unit.</i></p>
<p>Unit 14: What Does it Mean to be “Texan”? In this unit, students consider the relationship of citizen participation to civic identity and social change.</p>	<p>4 30-minute lessons</p> <p>Suggested Pacing: May. 31-Jun. 7</p>	<p>What Does it Mean to be “Texan”? (4 lessons)</p> <p>Ⓢ SS.4.14D describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.</p> <p>Ⓐ SS.4.17A identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, and Fiesta San Antonio</p> <p>Ⓐ SS.4.17B summarize the contributions of artists of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe</p> <p>Ⓢ SS.4.19B analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>Ⓢ SS.4.19C organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>Ⓢ SS.4.21A use social studies terminology correctly [<i>taught throughout the unit</i>]</p> <p>SS.4.21C express ideas orally based on research and experiences</p> <p><i>Extend, Review, Assess, and Reteach time is built within each unit.</i></p>