

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:	
Unit 1: Being a Geographer In this unit, students study the influence of geographic factors on how and where people live. As part of that study, students consider the various regions of Texas, and the human and physical geographic factors that determine them.	7 45-minute lessons Suggested Pacing: Aug. 26 – Sept. 13 Part 1 Aug. 26-30 <i>Labor Day</i> Sept. 2 Part 2 Sept. 3-6 <i>Fall Holiday</i> Sept. 9 <i>(students only)</i>	Part 1: Physical Regions of Texas (3 lessons) SS.4.6A Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps. SS.4.6B Translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps. AR SS.4.7B Identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation. AR SS.4.7C Compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world. PS SS.4.21E Use appropriate mathematical skills to interpret social studies information such as maps and graphs. PS SS.4.22A Use social studies terminology correctly. <i>[taught throughout the unit]</i>	
	Part 2: Population Regions of Texas (2 lessons) SS.4.6A Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps. SS.4.6B Translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps. AR SS.4.7A Describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity. AR SS.4.8B Describe and explain the location and distribution of various towns and cities in Texas, past and present. AR SS.4.8C Explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present. PS SS.4.21E Use appropriate mathematical skills to interpret social studies information such as maps and graphs.		
	Part 3 Sept. 9-13		Part 3: Economic Regions of Texas (2 lessons) SS.4.6A Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps. SS.4.6B Translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps. SS.4.12A Explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services. SS.4.12B Explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas PS SS.4.21E Use appropriate mathematical skills to interpret social studies information such as maps and graphs. Extend, Review, Assess, and Reteach time is built within each unit.

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<p>Unit 2: <u>Celebrating Freedom</u> 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>2 45-minute lessons</p> <p>Suggested Pacing: Sept. 16-20</p> <p><i>Early Dismissal</i> Sept. 20</p>	<p><u>Celebrate Freedom Week and US Constitution Day</u> (2 lessons) SS.4.15C Identify the intent, meaning, and importance of the Declaration of Independence, The US Constitution, and the Bill of Rights (Celebrate Freedom Week). SS.4.22A Use social studies terminology correctly. [Taught throughout the unit].</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	
<p>Unit 3: <u>Life in Early Texas</u> 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</p>	<p>12 45-minute lessons</p> <p>Suggested Pacing: Sept. 23 – Oct. 18</p> <p>Part 1 Sept. 23 – Oct. 4</p> <p>District Formative Assessment 1 Suggested Window: Oct. 2-4</p>	<p>Part 1: Native Americans in Texas (4 lessons) SS.4.1A Explain the possible origins of American Indian groups in Texas and North America. SS.4.1B Identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano. SS.4.1C Describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo. SS.4.1D Compare the ways of life of American Indian groups in Texas and North America before European exploration. SS.4.10A Explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting. ^{AR} SS.4.14A Compare how various American Indian groups such as the Caddo and the Comanche governed themselves. ^{PS} SS.4.21B Analyze information by 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.4.22A Use social studies terminology correctly. [taught throughout the unit]</p>	

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that led to unrest among the colonists in Texas.	Part 2 Oct. 7-11	Part 2: Europeans Explore and Settle Texas (4 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 such as José de Escandón. (PS) SS.4.21B Analyze information by 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. 14-15 <i>Early Dismissal</i> Oct. 18	Part 3: Empresarios Populate Texas (2 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.4.8B Describe and explain the location and distribution of various towns and cities in Texas, past and present. (AR) SS.4.8C 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.4.9B Identify reasons why people have adapted to and modified their environment in Texas, past and present such as the use of natural resources or meet basic needs, facilitate transportation, and enhance recreational activities. (AR) SS.4.10B Explain the economic activities early immigrants to Texas used to meet their needs and wants. (AR) SS.4.21A Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas. (AR) SS.4.21C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.	
	Part 4 Oct. 16-18	Part 4: Growing Unrest in Texas (2 lessons) (AR) SS.4.14B Identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas. (PS) SS.4.21A Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas.	

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	Aug. 26 – Oct. 18, 2019	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>Ⓟ SS.4.21D Identify different points of view about an issue, topic, historical event, or current event.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>

Cycle 2	39 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Unit 4: <u>A Fight for Independence</u> In this unit, students examine the causes and results of the conflict that was the Texas Revolution.</p>	<p>11 45-minute lessons</p> <p>Suggested Pacing: Oct. 21 – Nov. 29</p> <p>Part 1 Oct. 21-25</p>	<p>Part 1: Early Battles (2 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.4.3B Summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza;</p> <p>Ⓟ SS.4.21B Analyze information by 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.4.22A Use social studies terminology correctly. <i>[taught throughout the unit]</i></p>	
	<p>Part 2 Oct. 28 – Nov. 1</p>	<p>Part 2: Texas Declares Independence (3 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.4.15A Identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty.</p> <p>Ⓟ SS.4.21D Identify different points of view about an issue, topic, historical event, or current event.</p>	
	<p>Part 3 Nov. 4-8</p> <p><i>Early Dismissal</i> Nov. 8</p>	<p>Part 3: The Alamo and the Runaway Scrape (3 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.4.3B Summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza.</p> <p>Ⓟ SS.4.21B Analyze information by 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.4.22D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.</p>	

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
	<p>Part 4 Nov. 11-22</p> <p><i>Thanksgiving Break</i> Nov. 25-29</p>	<p>Part 4: San Jacinto—The War Ends (3 lessons)</p> <p>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.</p> <p>SS.4.16A Explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, the Alamo, and various missions.</p> <p>PS SS.4.21B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing</p> <p>PS SS.4.22B Incorporate main and supporting ideas in verbal and written communication.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	
<p>Unit 5: A New Nation, and Then a State</p> <p>In this unit, students study the founding of the Republic of Texas and events leading the annexation of Texas by the United States.</p>	<p>5 45-minute lessons</p> <p>Suggested Pacing: Dec. 2-13</p> <p>Part 1 Dec. 2-6</p> <p>Part 2 Dec. 9-13</p> <p>District Formative Assessment 2 Suggested Window: Dec. 4-6</p>	<p>Part 1: Texas Joins the United States (4 lessons)</p> <p>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.</p> <p>AR 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.</p> <p>AR SS.4.3E Explain the events that led to the annexation of Texas to the United States, including the impact of the US-Mexican War.</p> <p>SS.4.16A Explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, the Alamo, and various missions.</p> <p>SS.4.16B Sing or recite “Texas, Our Texas.”</p> <p>SS.4.16C Recite and explain the meaning of the Pledge to the Texas Flag.</p> <p>PS SS.4.21B Analyze information by 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.4.21D Identify different points of view about an issue, topic, historical event, or current event.</p> <p>PS SS.4.22A Use social studies terminology correctly. <i>[taught throughout]</i></p> <hr/> <p>Part 2: New Nation and Then a State (1 lesson)</p> <p>AR SS.4.3E Explain the events that led to the annexation of Texas to the United States, including the impact of the US-Mexican War.</p> <p>PS SS.4.21B Analyze information by 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>Extend, Review, Assess, and Reteach time is built within each unit.</p>	

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<p>Unit 6: <u>Texas Government</u> In this unit, students study the basic structure of government in Texas and the important role of citizens in it.</p>	<p>5 45-minute lessons</p> <p>Suggested Pacing: Dec. 16-19</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p>	<p>Texas Government (5 lessons)</p> <p>AR SS.4.15A Identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty.</p> <p>AR SS.4.15B Identify and explain the basic functions of the three branches of government according to the Texas Constitution.</p> <p>SS.4.18A 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.</p> <p>SS.4.18B Identify leadership qualities of state and local leaders, past and present.</p> <p>PS SS.4.22A Use social studies terminology correctly. <i>[taught throughout the unit]</i></p> <p>SS.4.17A Identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll.</p> <p>SS.4.17B Explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects.</p> <p>AR SS.4.17C Explain the duty of the individual in state and local elections such as being informed and voting.</p> <p>SS.4.17D 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, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals.</p> <p>PS SS.4.22B Incorporate main and supporting ideas in verbal and written communication.</p> <p>PS SS.4.22D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.</p> <p>SS.4.22E Use standard grammar, spelling, sentence structure, and punctuation.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	

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	Jan. 6 – Mar. 13, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>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.</p>	<p>7 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 Jr. Day</i> Jan. 20</p>	<p>Part 1: Causes of the Civil War (4 lessons)</p> <p>AR SS.4.4A Describe the impact of the Civil War and Reconstruction on Texas.</p> <p>PS SS.4.21A Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas.</p> <p>PS SS.4.21B Analyze information by 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.4.21D Identify different points of view about an issue, topic, historical event, or current event.</p> <p>PS SS.4.22A Use social studies terminology correctly. <i>[taught throughout the unit]</i></p> <hr/> <p>Part 2: The Civil War in Texas and Turning Points (3 lessons)</p> <p>AR SS.4.4A Describe the impact of the Civil War and Reconstruction on Texas.</p> <p>PS SS.4.21B Analyze information by 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.4.22B Incorporate main and supporting ideas in verbal and written communication.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	
<p>Unit 8: Reconstruction in Texas In this unit, students examine the effects of the Civil War and Reconstruction on Texas.</p>	<p>4 45-minute lessons</p> <p>Suggested Pacing: Jan. 21-24</p>	<p>Reconstruction in Texas and the United States (4 lessons)</p> <p>AR SS.4.4A Describe the impact of the Civil War and Reconstruction</p> <p>PS SS.4.21A Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas.</p> <p>PS SS.4.21B Analyze information by 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.4.22B Incorporate main and supporting ideas in verbal and written communication.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 9: Economic Growth</p> <p>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.</p>	<p>9</p> <p>45-minute lessons</p> <p>Suggested Pacing:</p> <p>Jan. 27 – Feb. 14</p> <p>Part 1</p> <p>Jan. 27-31</p>	<p>Part 1: The Cattle Industry and the Cowboy Life (3 lessons)</p> <p>SS.4.4B Explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson.</p> <p>AR SS.4.11B Describe how the free enterprise system works, including supply and demand.</p> <p>SS.4.11C Give examples of the benefits of the free enterprise system such as choice and opportunity.</p> <p>PS SS.4.22A Use social studies terminology correctly. <i>[taught throughout the unit]</i></p> <p>PS SS.4.22B Incorporate main and supporting ideas in verbal and written communication.</p>
	<p>Part 2</p> <p>Feb. 3-7</p>	<p>Part 2: Railroads and Economic Growth (3 lessons)</p> <p>SS.4.4C Identify the impact of railroads on life in Texas, including changes to cities and major industries.</p> <p>AR SS.4.12D Describe the impact of mass production, specialization, and division of labor on the economic growth of Texas.</p> <p>SS.4.12E Explain how developments in transportation and communication have influenced economic activities in Texas.</p> <p>SS.4.13A Identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world.</p> <p>PS SS.4.21E Use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> <p>PS SS.4.22B Incorporate main and supporting ideas in verbal and written communication.</p>
	<p>Part 3</p> <p>Feb. 10-14</p> <p><i>Early Dismissal</i></p> <p>Feb. 14</p>	<p>Part 3: Taming the Range—Barbed Wire, Windmills, and Other Innovations (3 lessons)</p> <p>AR SS.4.9A 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>AR SS.4.12B Explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas.</p> <p>SS.4.20A Identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions.</p> <p>SS.4.20B Describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.</p> <p>PS SS.4.22B Incorporate main and supporting ideas in verbal and written communication.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>

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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.	7 45-minute lessons Suggested Pacing: Feb. 17 – Mar. 13 Part 1 Feb. 17-21 Part 2 Feb. 24 – Mar. 13 <i>Spring Break</i> <i>Mar. 16-20</i>	Part 1: End of an Era for Native Americans in Texas (2 lessons) SS.4.4D Examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of US forts and railroads, and loss of buffalo. SS.4.12B Explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas. (PS) SS.4.21B Analyze information by 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.4.21D Identify different points of view about an issue, topic, historical event, or current event.	
	District Formative Assessment 3 Suggested Window: Mar. 3-5	Part 2: Texas At the End of the Nineteenth Century (5 lessons) SS.4.12F Explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas. (PS) SS.4.21B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. 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: Texas Enters the Twentieth Century</p> <p>In this unit, students study people and events associated with the economic and social development of Texas in the early twentieth century.</p>	<p>6 45-minute lessons</p> <p>Suggested Pacing: Mar. 23-Apr. 3</p> <p>Part 1 Mar. 18-27</p> <p>Part 2 Mar. 30 – Apr. 3</p> <p><i>Chávez/Huerta Day</i> Mar. 30</p>	<p>Part 1: Oil! Spindletop and Beyond (3 lessons)</p> <p>AR SS.4.5B Explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins.</p> <p>AR SS.4.20B Describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.</p> <p>PS SS.4.21B Analyze information by 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.4.21C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>PS SS.4.22A Use social studies terminology correctly. <i>[taught throughout the unit]</i></p> <hr/> <p>Part 2: Notable People in Texas (3 lessons)</p> <p>SS.4.5C Identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.</p> <p>SS.4.17D 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, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals.</p> <p>PS SS.4.21A Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas.</p> <p>PS SS.4.21B Analyze information by 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.4.21C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	

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	Mar. 23 – May 29, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Unit 12: Depression and World War</p> <p>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 events caused in the way Texans lived, worked, and governed themselves.</p>	<p>5</p> <p>45-minute lessons</p> <p>Suggested Pacing: Apr. 6-17</p> <p>Part 1 Apr. 6-9</p>	<p>Part 1: The Great Depression (2 lessons)</p> <p>AR SS.4.5A Identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II.</p> <p>SS.4.11A Describe the development of the free enterprise system in Texas.</p> <p>AR SS.4.11B Describe how the free enterprise system works, including supply and demand.</p> <p>SS.4.11C Give examples of the benefits of the free enterprise system such as choice and opportunity.</p> <p>PS SS.4.21A Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas.</p> <p>PS SS.4.21B Analyze information by 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.4.21C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>PS SS.4.21E Use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	
	<p>Part 2 Apr. 13-17</p>	<p>Part 2: World War II (3 lessons)</p> <p>AR SS.4.5A Identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II.</p> <p>PS SS.4.21A Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas.</p> <p>PS SS.4.21B Analyze information by 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.4.22B Incorporate main and supporting ideas in verbal and written communication.</p>	
	<p>District Formative Assessment 4</p> <p>Suggested Window: Apr. 1-3</p> <p><i>Spring Holiday</i> Apr. 10</p>	<p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	

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	Mar. 23 – May 29, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Unit 13: Texas Diversifies</p> <p>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</p> <p>45-minute lessons</p> <p>Suggested Pacing:</p> <p>Apr. 20 – May 1</p> <p>Part 1</p> <p>Apr. 20-24</p> <p>Part 2</p> <p>Apr. 27 – May 1</p> <p>Part 3</p> <p>May 4-8</p>	<p>Part 1: Texas Becomes an Urban State (3 lessons)</p> <p>AR SS.4.5A Identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II.</p> <p>SS.4.12C Analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.</p> <p>SS.4.12F Explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.</p> <p>PS SS.4.21B Analyze information by 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.4.21C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>PS SS.4.22A Use social studies terminology correctly. <i>[taught throughout the unit]</i></p>	
		<p>Part 2: Agriculture and the Changing Texas Economy (3 lessons)</p> <p>AR SS.4.9A 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.4.9C Compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality.</p> <p>SS.4.12A Explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services.</p> <p>AR SS.4.12B Explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas.</p> <p>SS.4.13B Identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world.</p>	
		<p>Part 3: The Texas Economy and the Rest of the World (2 lessons)</p> <p>SS.4.12E Explain how developments in transportation and communication have influenced economic activities in Texas.</p> <p>SS.4.13A Identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world.</p> <p>SS.4.13B Identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world.</p> <p>SS.4.13C Explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.</p> <p>SS.4.20A Identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions.</p> <p>AR SS.4.20B Describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.</p>	

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
		<p>SS.4.20C Predict how future scientific discoveries and technological innovations might affect life in Texas.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	
<p>Unit 14: <u>What Does It Mean to be “Texan”?</u> In this unit, students consider the relationship of citizen participation to civic identity and social change.</p>	<p>4 45-minute lessons</p> <p>Suggested Pacing: May 11-29</p> <p>Part 1 May 11-15</p>	<p>Part 1: One Name—Many People (2 lessons) SS.4.16D Describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth. AR SS.4.19A Identify the similarities and differences among various racial, ethnic, and religious groups in Texas. AR SS.4.19B Identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio. AR SS.4.19C Summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe. PS SS.4.21B Analyze information by 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.4.21C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. PS SS.4.22A Use social studies terminology correctly. <i>[taught throughout the unit]</i> SS.4.22C Express ideas orally based on research and experiences.</p>	
	<p>Part 2 May 18-29</p> <p><i>Memorial Day</i> May 25</p>	<p>Part 2: The Importance of Civic Participation (2 lessons) SS.4.17B Explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects. AR SS.4.17C Explain the duty of the individual in state and local elections such as being informed and voting. SS.4.17E Explain how to contact elected and appointed leaders in state and local governments. SS.4.18A 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.4.18B Identify leadership qualities of state and local leaders, past and present. SS.4.23B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	