

Cycle 1	27 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 23 - Oct. 1, 2021	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 1: Celebrating Freedom 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.	7 30-minute lessons Suggested Pacing: Aug. 23-Sept. 3 Snapshot 1 Suggested Window: Oct. 25 - 29 See Outline for TEKS Details	Celebrating Freedom (7 lessons) Ⓢ SS.5.14A explain the purposes, key elements, and the importance of the Declaration of Independence Ⓢ SS.5.14B explain the purposes of the U.S. Constitution as identified in the Preamble Ⓢ SS.5.14C explain the reasons for the creation of the Bill of Rights and its importance Ⓢ SS.5.16A explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant Ⓢ SS.16C recite and explain the meaning of the Pledge of Allegiance to the United States Flag Ⓢ SS.5.16D explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore Ⓢ SS.5.19A describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney Ⓢ SS.5.25A Use social studies terminology correctly.
<i>Extend, Review, Assess, and Reteach time is built within each unit.</i>		

Cycle 1	27 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 23 - Oct. 1, 2021	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 2: 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 concept of regions, and the human and physical geographic factors that determine different kinds of regions.	8 30-minute lessons Suggested Pacing: Sept. 7 – 22 Part 1 Sept. 7 – 10 <i>Labor Day</i> <i>Sept. 6</i> <i>Fall Holiday</i> <i>Sept. 16</i> <i>Teacher Service</i> <i>Sept. 17</i> Part 2 Sept. 13 – 20	Part 1: Physical Regions of the United States (4 lessons) Ⓢ SS.5.6B describe regions in the United States based on physical characteristics such as landform, climate, and vegetation Ⓢ SS.5.6C locate on a map important political features such as the five largest cities by population in the United States and the 50 states Ⓢ SS.5.6D create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains Ⓢ SS.5.24A apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps Ⓢ SS.5.25A use social studies terminology correct.
		Part 2: Population/Economic Regions of the United States (4 lessons) Ⓢ SS.5.6A describe political and economic regions in the United States that result from patterns of human activity Ⓢ SS.5.6C locate on a map important political features such as the five largest cities by population in the United States and the 50 states Ⓢ SS.5.7A identify and describe the patterns of settlement such as rural, urban, and suburban Ⓢ SS.5.7B explain the geographic factors that influence patterns of settlement and the distribution of population in the United States Ⓢ SS.5.7C analyze the geographic factors that influence the location of the five largest urban areas in the United and explain their distribution Ⓢ SS.5.12A compare how people in different regions of the United States earn a living, past and present Ⓢ SS.5.12B identify and explain how geographic factors have influenced the location of economic activities in the United States Ⓢ SS.5.23B 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 Ⓢ SS.5.23C organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps Ⓢ SS.5.24A apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps Ⓢ SS.5.24B interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps

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:
		<i>Extend, Review, Assess, and Reteach time is built within each unit.</i>
Unit 3: Life as a British Colony In this unit, students examine the concepts of culture, exploration, and settlement as reflected in early American history. Students also examine the economic, social, and political lives of settlers in the different regions of the colonies and consider factors that ultimately led to unrest among the colonists	8 30-minute lessons Suggested Pacing: Sept. 21 – Oct. 1 Part 1 Sept. 21 - 24 Part 2 Sept. 27 – Oct. 1	Part 1: America’s British Roots—Jamestown and Plymouth (4 lessons) Ⓡ SS.5.1A explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain Ⓢ SS.5.23A 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 the United States Ⓢ SS.5.24A apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps Ⓢ SS.5.25A Use social studies terminology correctly.
		Part 2: Regions in the Colonies (3 lessons) Ⓡ SS.5.6A describe political and economic regions in the United States that result from patterns of human activity Ⓡ SS.5.7A identify and describe the patterns of settlement such as rural, urban, and suburban Ⓢ SS.5.7B explain the geographic factors that influence patterns of settlement and the distribution of population in the United States Ⓡ SS.5.8A describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs Ⓢ SS.5.8B analyze the positive and negative consequences of human modification of the environment in the United States Ⓢ SS.5.9A explain the economic patterns of early European colonies Ⓢ SS.5.9B identify major industries of colonial America such as shipbuilding and growing of cash crops Ⓢ SS.5.10A identify the development of the free enterprise system in colonial America and the United States Ⓡ SS.5.12B identify and explain how geographic factors have influenced the location of economic activities in the United States <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>

Cycle 2	29 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 5 - Nov. 12, 2021	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 3: Life as a British Colony In this unit, students examine the concepts of culture, exploration, and settlement as reflected in early American history. Students also examine the economic, social, and political lives of settlers in the different regions of the colonies and consider factors that ultimately led to unrest among the colonists	8 30-minute lessons <i>Teacher Service Day (no students)</i> Oct. 4 Suggested Pacing: Oct. 5 – 15 Part 3 Oct. 5 – 8	Part 3: Social and Political Life in the Colonies (4 lessons) Ⓢ SS.5.1B describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams Ⓢ SS.5.7A describe political and economic regions in the United States that result from patterns of human activity Ⓢ SS.5.13A compare the systems of government of early European colonists, including representative government and monarchy Ⓢ S.5.13B identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses Ⓢ SS.5.23B 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 4 Oct. 11 – 15	Part 4: Growing Unrest in the Colonies (4 lessons) Ⓢ SS.5.2A analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party Ⓢ SS.5.2B identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period Ⓢ SS.5.23B 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
	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	
<i>Extend, Review, Assess, and Reteach time is built within each unit.</i>		

Cycle 2	29 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 5 - Nov. 12, 2021	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 4: A Fight for Independence In this unit, students examine the causes and results of the conflict that was the American Revolution.	12 30-minute lessons Suggested Pacing: Oct. 18 – Nov. 5 Part 1 Oct. 18 – 22	Part 1: Lexington, Concord, and Declaring Independence (4 lessons) Ⓡ SS.5.2A analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party Ⓢ SS.5.2B identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period Ⓢ SS.5.14A explain the purposes, key elements, and the importance of the Declaration of Independence Ⓢ SS.5.20A identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, “Yankee Doodle,” and “Paul Revere’s Ride” Ⓢ SS.5.23A 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 the United States Ⓢ SS.5.23B 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 Ⓢ SS.5.23D identify different points of view about an issue, topic, historical event, or current event Ⓢ SS.5.23E identify the historical context of an event Ⓢ SS.5.25A use social studies terminology correctly.
	Part 2 Oct. 25 – 29	Part 2: Leaders and Events of the War (4 lessons) Ⓡ SS.5.2A analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party Ⓢ SS.5.2B identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period Ⓢ SS.5.18B identify leadership qualities of national leaders, past and present
	Part 3 Nov. 1 – 5	Part 3: The War Ends (4 lessons) Ⓡ SS.5.2C summarize the results of the American Revolution, including the

Cycle 2	29 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 5 - Nov. 12, 2021	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>establishment of the United States</p> <p>Ⓢ SS.5.23B 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><i>Extend, Review, Assess, and Reteach time is built within each unit.</i></p>
<p>Unit 5: Constitutions for a New Nation</p> <p>In this unit, students study the challenges and other factors that eventually led to the creation of the US Constitution of 1787.</p>	<p>4</p> <p>30-minute lessons</p> <p>Suggested Pacing:</p> <p>Nov. 8 –12</p>	<p>Constitutions for a New Nation (4 lessons)</p> <p>Ⓢ SS.5.3A identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution</p> <p>Ⓡ SS.5.14C explain the reasons for the creation of the Bill of Rights and its importance</p> <p>Ⓢ SS.5.23A 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 the United States</p> <p>Ⓢ S.5.23D identify different points of view about an issue, topic, historical event, or current event</p> <p>Ⓢ SS.5.23E identify the historical context of an event</p> <p>Ⓢ SS.5.25B 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 3	30 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 6: United States Government In this unit, students study the basic structure of government in the United States and the important role of citizens in it.	12 30-minute lessons Suggested Pacing: Nov. 15 – Dec. 10 <i>Thanksgiving Break</i> Nov. 22-26 Part 1 Nov. 15 – Dec. 3 Part 2 Dec. 6 – 10	Part 1: Structure of the United States Government (8 lessons) Ⓡ SS.5.15A identify and explain the basic functions of the three branches of government Ⓢ SS.5.15B identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution Ⓢ SS.5.15C distinguish between national and state governments and compare their responsibilities in the U.S. federal system Ⓢ SS.5.16A explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant Ⓢ SS.5.18A identify past and present leaders in the national government, including the president and various members of Congress, and their political parties
	Snapshot 2 Suggested Window: Dec. 6 - 17 See Outline for TEKS Details	Part 2: Participation in Government (4 lessons) Ⓡ SS.5.17A explain why individuals have a duty to participate in civic affairs at the local, state, and national levels Ⓢ SS.5.17B explain how to contact elected and appointed leaders in local, state, and national governments Ⓡ SS.5.19A describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney Ⓢ SS.5.25B incorporate main and supporting ideas in verbal and written communication
	STAAR-Released Assessment Suggested Window: Feb. 28 – Mar. 25 2021 Released Assessment	<p><i>Extend, Review, Assess, and Reteach time is built within each unit.</i></p>

Cycle 3	30 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 7: Growing Apart In this unit, students examine the economic, social, and political changes that occurred in the United States in the nineteenth century and the results of those changes.	12 30-minute lessons Suggested Pacing: Dec. 13 – Jan. 14 Part 1 Dec. 13 - 17 <i>Enrichment Opportunities</i> Dec. 20-21 <i>Winter Break</i> Dec. 20-31 Part 2 Jan. 3-14 <i>MLK Jr. Day</i> Jan. 17 <i>Teacher Prep Day</i> <i>(no students)</i> Jan. 18	Part 1: The US Expands Its Territory (4 lessons) Ⓡ SS.5.4C identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny Ⓟ SS.5.20A identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, “Yankee Doodle,” and “Paul Revere’s Ride” Ⓟ SS.5.23C organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps Ⓟ SS.5.24A apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps Ⓟ SS.5.25A use social studies terminology correctly <hr/> Part 2: Increasing Differences Among Americans (8 lessons) Ⓢ SS.5.4A describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing Ⓡ SS.5.4B identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States Ⓢ SS.5.12C analyze the effects of immigration and migration on the economic development and growth of the United States Ⓡ SS.5.12D describe the impact of mass production, specialization, and division of labor on the economic growth of the United States Ⓢ SS.5.16B sing or recite “The Star-Spangled Banner” and explain its history Ⓟ SS.5.23C organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps Ⓟ SS.5.25B incorporate main and supporting ideas in verbal and written communication <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>

Cycle 4	27 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 19 - Feb. 25, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 8: Causes of the Civil War In this unit, students examine three major causes of the Civil War.	12 30-minute lessons Suggested Pacing: Jan.19 - Feb 4 Part 1 Jan. 19 – 24	Part 1: Causes of the Civil War—Sectionalism (4 lessons) Ⓡ SS.5.4D explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War Ⓟ SS.5.23B 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 Ⓟ SS.5.23D identify different points of view about an issue, topic, historical event, or current event Ⓟ SS.5.23E identify the historical context of an event Ⓟ SS.5.25A use social studies terminology correctly
	Part 2 Jan. 25 – 31	Part 2: Causes of the Civil War—Slavery (5 lessons) Ⓡ SS.5.4D explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War Ⓢ SS.5.11B evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States Ⓟ SS.5.23B 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 Ⓟ SS.5.23D identify different points of view about an issue, topic, historical event, or current event Ⓟ SS.5.23E identify the historical context of an event

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:
	<p>Part 3 Feb. 1 – 4</p> <p>Snapshot 4 Suggested Window: Apr. 25 - 29</p> <p>See Outline for TEKS Details</p> <p>STAAR-Released Assessment Suggested Window: Apr. 4 – Mar. 22</p> <p>2021 Released Assessment</p> <p>District Pre-Approved Assessment Suggested Window: May 2 - 27</p> <p>See Blueprint for TEKS Details</p>	<p>Part 3: Causes of the Civil War—States’ Rights (3 lessons)</p> <p>Ⓡ SS.5.4D explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War</p> <p>Ⓟ SS.5.23B 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.5.23D identify different points of view about an issue, topic, historical event, or current event</p> <p>Ⓟ SS.5.23E identify the historical context of an event</p> <p><i>Extend, Review, Assess, and Reteach time is built within each unit.</i></p>
<p>Unit 9: The Civil War and Reconstruction In this unit, students study the Civil War as a critical turning point in US history</p>	<p>12 30-minute lessons</p> <p>Suggested Pacing: Feb. 7 – Feb. 25</p>	<p>Part 1: Leaders, Turning Points, and Surrender (4 lessons)</p> <p>Ⓡ SS.5.4D explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War</p> <p>Ⓟ SS.5.23B 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.5.23C organize and interpret information in outlines, reports, databases,</p>

Cycle 4	27 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 19 - Feb. 25, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
and examine its effects on the country afterwards.	Part 1 Feb. 7 – 11	and visuals, including graphs, charts, timelines, and maps
	Part 2 Feb. 14 – 18 <i>Teacher Service Day / Presidents' Day (no students)</i> Feb. 21	Part 2: Reconstruction (4 lessons) ® SS.5.4D explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War ® SS.5.4E explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution Ⓟ SS.5.23B 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 Ⓟ SS.5.25B incorporate main and supporting ideas in verbal and written communication
	Part 3 Feb. 22 – 25	Part 3: The 13th, 14th, and 15th Amendments (4 lessons) ® SS.5.4D explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War ® SS.5.4E explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution ® SS.5.19A describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney Ⓟ SS.5.23A 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 the United States Ⓟ SS.5.23B 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 Ⓟ SS.5.25B incorporate main and supporting ideas in verbal and written communication <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>

Cycle 5	33 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Feb. 28 - Apr. 22, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 10: The United States Enters the Twentieth Century In this unit, students examine a period of change in the United States at the turn of the twentieth century characterized by population growth, urbanization, war, and immigration.	11 30-minute lessons Suggested Pacing: Feb 28 – Mar. 25 Part 1 Feb. 28 – Mar. 4 4 Snapshot 3 Suggested Window: Feb. 28 – Mar. 4 See Outline for TEKS Details	Part 1: Life in the United States at the Beginning of the Twentieth Century (4 lessons) Ⓢ SS.5.22A identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong Ⓢ SS.5.22B identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program Ⓢ SS.5.22C explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States Ⓢ SS.5.23C organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps Ⓢ SS.5.25A use social studies terminology correctly
	Part 2 Mar. 7 – 11 <i>Spring Break</i> Mar. 14-18	Part 2: Industrialization, Immigration, and Urbanization (3 lessons) Ⓢ SS.5.4F identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad Ⓢ SS.5.5A explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions Ⓢ SS.5.12A compare how people in different regions of the United States earn a living, past and present Ⓢ SS.5.16D explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore Ⓢ SS.5.21A describe customs and traditions of various racial, ethnic, and religious groups in the United States Ⓢ SS.5.21B summarize the contributions of people of various racial, ethnic, and religious groups to our national identity Ⓢ SS.5.24B interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps Ⓢ SS.5.25D create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies

Cycle 5	33 Days Feb. 28 - Apr. 22, 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:
	<p>Part 3 Mar. 21 – 25</p> <p><i>Chávez-Huerta Day</i> Mar. 28</p> <p>Snapshot 4 Suggested Window: Apr. 25 - 29 See Outline for TEKS Details</p> <p>STAAR-Released Assessment Suggested Window: Apr. 4 - 22</p> <p>2021 Released Assessment</p> <p>District Pre-Approved Assessment Suggested Window: May 2 - 27 See Blueprint for TEKS Details</p>	<p>Part 3: World War I (4 lessons)</p> <p>Ⓡ SS.5.5A explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions</p> <p>Ⓟ SS.5.23E identify the historical context of an event</p> <p>Ⓟ SS.5.25B 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 11: Boom, Bust, and World War In this unit, students examine both the economic expansion of the Roaring Twenties and the collapse of the Great Depression, and then consider how World War II significantly changed life in the United States and the world.	13 30-minute lessons Suggested Pacing: Mar.29–Apr.22 Part 1 Mar. 29–Apr. 8	Part 1: The Roaring Twenties and The Great Depression (5 lesson) Ⓡ SS.5.5A explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions Ⓢ SS.5.10B describe how the free enterprise system works in the United States Ⓢ SS.5.10C give examples of the benefits of the free enterprise system in the United States Ⓡ SS.5.11A explain how supply and demand affects consumers in the United States Ⓢ SS.5.20B explain how examples of art, music, and literature reflect the times during which they were created Ⓢ SS.5.22C explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States Ⓢ SS.5.23B 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 2 Apr. 11 – 22 <i>Spring Holiday</i> Apr. 15	Part 2: World War II (8 lessons) Ⓡ SS.5.5A explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions Ⓢ SS.5.5C identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics Ⓢ SS.5.23B 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 Ⓢ SS.5.23C organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps <i>Extend, Review, Assess, and Reteach time is built within each unit.</i>

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:
Unit 12: Issues for Today In this unit, students examine the post-war development of the United States, and the economic, social, and political factors that influence the direction of that development.	24 30-minute lessons Suggested Pacing: Apr. 25 – Jun. 7 Part 1 Apr. 25 – May 16 <i>Memorial Day</i> May 30 <i>Teacher Prep Day</i> (no students) June 8 Part 2 May 17 – Jun. 7	Part 1: Social Issues (12 lessons) Ⓜ SS.5.5A explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions Ⓜ SS.5.5C identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics Ⓜ SS.5.19A describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney Ⓜ SS.5.21B summarize the contributions of people of various racial, ethnic, and religious groups to our national identity Ⓜ SS.5.25C express ideas orally based on research and experiences Ⓜ SS.5.25A use social studies terminology correctly
	Snapshot 4 Suggested Window: Mar. X-X See Outline for TEKS Details STAAR-Released Assessment Suggested Window: Mar. X-X 2021 Released Assessment	Part 2: Political and Current Issues (12 lessons) Ⓜ SS.5.5B analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election Ⓜ SS.5.18A identify past and present leaders in the national government, including the president and various members of Congress, and their political parties Ⓜ SS.5.22B identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program Ⓜ SS.5.22C explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States Ⓜ SS.5.25C express ideas orally based on research and experiences Ⓜ SS.5.26A 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

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>District Pre-Approved Assessment Suggested Window: May X-X</p> <p>See Blueprint for TEKS Details</p>	<p><i>Extend, Review, Assess, and Reteach time is built within each unit.</i></p>