

Cycle 1	38 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 26 – Oct. 18, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 1:</b> <b><u>Being a Geographer</u></b> 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.</p>	<p>7 45-minute lessons</p> <p><b>Suggested Pacing:</b> Aug. 26 – Sept. 13</p> <p><b>Part 1</b> Aug. 26 – Sept. 6</p> <p><i>Labor Day</i> Sept. 2</p> <p><b>Part 2</b> Sept. 9-13</p>	<p><b>Part 1: Physical Regions of the United States</b> (3 lessons)  <b>SS.5.6A</b> Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.  <b>AR SS.5.7B</b> Describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Plains.  <b>SS.5.7C</b> Locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest.  <b>SS.5.7D</b> Locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains.  <b>PS SS.5.25A</b> Use social studies terminology correctly. <i>[taught throughout the unit]</i></p> <hr/> <p><b>Part 2: Population/Economic Regions of the United States</b> (4 lessons)  <b>SS.5.6A</b> Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.  <b>SS.5.6B</b> Translate geographic data into a variety of formats such as raw data to graphs and maps.  <b>AR SS.5.7A</b> Describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity.  <b>SS.5.7C</b> Locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest.  <b>AR SS.5.8A</b> Identify and describe the types of settlement and patterns of land use in the United States.  <b>AR SS.5.8B</b> Explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present.  <b>AR SS.5.8C</b> Analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present.  <b>SS.5.13A</b> Compare how people in different parts of the United States earn a living, past and present.  <b>AR SS.5.13B</b> Identify and explain how geographic factors have influenced the location of economic activities in the United States.  <b>PS SS.5.24B</b> 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.  <b>SS.5.24C</b> 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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<p><b>Unit 2:</b> <b><u>Celebrating Freedom</u></b> 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><b>3</b> 45-minute lessons</p> <p><b>Suggested Pacing</b> Sept. 16-20</p>	<p><b><u>Celebrate Freedom Week and US Constitution Day (3 lessons)</u></b></p> <p><b>AR SS.5.15A</b> Identify the key elements and the purposes and explain the importance of the Declaration of Independence.</p> <p><b>AR SS.5.15B</b> Explain the purposes of the US Constitution as identified in the Preamble.</p> <p><b>AR SS.5.15C</b> Explain the reasons for the creation of the Bill of Rights and its importance.</p> <p><b>SS.5.17C</b> Recite and explain the meaning of the Pledge of Allegiance to the United States Flag.</p> <p><b>SS.5.17D</b> Describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day.</p> <p><b>SS.5.17E</b> Explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.</p> <p><b>SS.5.20A</b> Describe the fundamental rights guaranteed by each amendment 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.</p> <p><b>SS.5.25A</b> Use social studies terminology correctly. <i>[taught throughout each unit]</i></p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	
<p><b>Unit 3:</b> <b><u>Life as a British Colony</u></b> 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</p>	<p><b>12</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Sept. 23 – Oct. 18</p> <p><b>Part 1</b> Sept. 23-27</p> <p><i>Early Dismissal</i> Sept. 27</p> <p><b>Part 2</b> Sept. 30 – Oct. 4</p>	<p><b><u>Part 1: America's British Roots—Jamestown and Plymouth</u></b> (2 lessons)</p> <p><b>AR SS.5.1A</b> 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.</p> <p><b>SS.5.6A</b> Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.</p> <p><b>PS SS.5.24A</b> 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.</p> <p><b>PS SS.5.25A</b> Use social studies terminology correctly. <i>[taught throughout the unit]</i></p> <hr/> <p><b><u>Part 2: Regions in the Colonies</u></b> (4 lessons)</p> <p><b>AR SS.5.7A</b> Describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity.</p> <p><b>AR SS.5.8A</b> Identify and describe the types of settlement and patterns of land use in the United States.</p> <p><b>AR SS.5.8B</b> Explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present.</p> <p><b>AR SS.5.9A</b> Describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs.</p> <p><b>SS.5.10A</b> Explain the economic patterns of early European colonists.</p>	

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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:	
ultimately led to unrest among the colonists.	<p><b>District Formative Assessment 1 Suggested Window:</b> Oct. 2-4</p>	<p><b>SS.5.10B</b> Identify major industries of colonial America.  <b>SS.5.11A</b> Describe the development of the free-enterprise system in colonial America and the United States.  <b>AR SS.5.13B</b> Identify and explain how geographic factors have influenced the location of economic activities in the United States.</p>	
	<p><b>Part 3</b> Oct. 7-11</p> <p><i>Fall Holiday</i> Oct. 9 (students only)</p>	<p><b>Part 3: Social and Political Life in the Colonies</b> (3 lessons)  <b>SS.5.1B</b> Describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams.  <b>AR SS.5.7A</b> Describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity.  <b>AR SS.5.14A</b> Identify and compare the systems of government of early European colonists, including representative government and monarchy.  <b>AR SS.5.14B</b> Identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.  <b>PS SS.5.24B</b> 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><b>Part 4</b> Oct. 14-18</p> <p><i>Early Dismissal</i> Oct. 18</p>	<p><b>Part 4: Growing Unrest in the Colonies</b> (3 lessons)  <b>AR SS.5.2A</b> Identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party.  <b>SS.5.2B</b> Identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period.  <b>PS SS.5.24B</b> 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>	
			Extend, Review, Assess, and Reteach time is built within each unit.



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><b>Part 3</b> Nov. 11-15</p> <p><b>Part 4</b> Nov. 18-22</p> <p><i>Thanksgiving Break</i> Nov. 25-29</p>	<p><b>Part 3: Leaders and Events of the War</b> (3 lessons)  <b>AR SS.5.2A</b> Identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party.  <b>SS.5.2B</b> Identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period.  <b>SS.5.19C</b> Identify and compare leadership qualities of national leaders, past and present.</p> <p><b>Part 4: The War Ends</b> (2 lessons)  <b>AR SS.5.2C</b> Summarize the results of the American Revolution, including the establishment of the United States and the development of the US military.  <b>PS SS.5.24B</b> 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>	
<p><b>Unit 5: Constitutions for a New Nation</b>            In this unit, students study the challenges and other factors that eventually led to the creation of the US Constitution of 1787.</p>	<p><b>4</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Dec. 2-6</p> <p><b>District Formative Assessment 2 Suggested Window:</b> Dec. 4-6</p>	<p><b>The Articles of Confederation/Constitution</b> (4 lessons)  <b>AR SS.5.3A</b> Identify the issues that led to the creation of the US Constitution, including the weaknesses of the Articles of Confederation.  <b>SS.5.24E</b> Identify the historical context of an event.  <b>AR SS.5.3B</b> Identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the US Constitution.  <b>AR SS.5.15C</b> Explain the reasons for the creation of the Bill of Rights and its importance.  <b>SS.5.19A</b> Explain the contributions of the Founding Fathers to the development of the national government.  <b>PS SS.5.24A</b> 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.  <b>PS SS.5.24D</b> Identify different points of view about an issue, topic, or current event.  <b>PS SS.5.24E</b> Identify the historical context of an event.  <b>PS SS.5.25B</b> 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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	Oct. 21 – Dec. 19, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b><u>Unit 6: United States Government</u></b> In this unit, students study the basic structure of government in the United States and the important role of citizens in it.</p>	<p><b>5</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Dec. 9-19</p> <p><b>Part 1</b> Dec. 9-13</p> <p><b>Part 2</b> Dec. 17-19</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p>	<p><b>Part 1: Structure of the United States Government</b> (3 lessons)</p> <p><b>AR SS.5.16A</b> Identify and explain the basic functions of the three branches of government.</p> <p><b>AR SS.5.16B</b> Identify the reasons for and describe the system of checks and balances outlined in the US Constitution.</p> <p><b>SS.5.16C</b> Distinguish between national and state governments and compare their responsibilities in the US federal system.</p> <p><b>SS.5.17A</b> Explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant.</p> <p><b>SS.5.19B</b> Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.</p> <hr/> <p><b>Part 2: Participation in Government</b> (2 lessons)</p> <p><b>AR SS.5.18A</b> Explain the duty individuals have to participate in civic affairs at the local, state, and national levels.</p> <p><b>SS.5.18B</b> Explain how to contact elected and appointed leaders in local, state, and national governments.</p> <p><b>AR SS.5.20A</b> Describe the fundamental rights guaranteed by each amendment 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.</p> <p><b>PS SS.5.25B</b> Incorporate main and supporting ideas in verbal and written communication.</p> <p><b>SS.5.25E</b> Use standard grammar, spelling, sentence structure, and punctuation.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	

Cycle 3	49 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. 6 – Mar. 13, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<b>Unit 7:</b> <b><u>Growing Apart</u></b> 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.	<b>8</b> 45-minute lessons  <b>Suggested Pacing:</b> Jan. 6-24  <b>Part 1</b> Jan. 6-10  <b>Part 2</b> Jan 13-24  <i>Early Dismissal</i> <i>Jan. 17</i>  <i>MLK Jr. Day</i> <i>Jan. 20</i>	<b>Part 1: The US Expands Its Territory</b> (3 lessons) <b>SS.5.4C</b> Identify reasons people moved west. <b>AR SS.5.4D</b> Identify significant events and concepts associated with US territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny. <b>SS.5.6A</b> Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps. <b>SS.5.21A</b> Identify significant examples of art, music, and literature from various periods in US history such as the painting American Progress, “Yankee Doodle,” and “Paul Revere’s Ride.” <b>PS SS.5.24C</b> Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. <b>PS SS.5.25A</b> Use social studies terminology correctly.	
		<b>Part 2: Increasing Differences Among Americans</b> (5 lessons) <b>SS.5.4A</b> Describe the causes and effects of the War of 1812. <b>AR SS.5.4B</b> Identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States. <b>SS.5.4F</b> Explain how industry and the mechanization of agriculture changed the American way of life. <b>SS.5.13C</b> Analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States. <b>AR SS.5.13D</b> Describe the impact of mass production, specialization, and division of labor on the economic growth of the United States. <b>SS.5.17B</b> Sing or recite “The Star-Spangled Banner” and explain its history. <b>PS SS.5.24C</b> Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. <b>PS SS.5.25B</b> Incorporate main and supporting ideas in verbal and written communication.  Extend, Review, Assess, and Reteach time is built within each unit.	
<b>Unit 8:</b> <b><u>Causes of the Civil War</u></b> In this unit, students examine three major causes of the Civil War.	<b>7</b> 45-minute lessons  <b>Suggested Pacing:</b> Jan. 27 – Feb. 14  <b>Part 1</b> Jan. 27-31	<b>Part 1: Causes of the Civil War—Sectionalism</b> (2 lessons) <b>AR SS.5.4E</b> Identify the causes of the Civil War, including sectionalism, states’ rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the US Constitution. <b>PS SS.5.24B</b> 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. <b>PS SS.5.24D</b> Identify different points of view about an issue, topic, or current event. <b>PS SS.5.24E</b> Identify the historical context of an event. <b>PS SS.5.25A</b> Use social studies terminology correctly. <i>[taught throughout the unit]</i>	

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	Jan. 6 – Mar. 13, 2020	
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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p><b>Part 2</b> Feb. 3-7</p>	<p><b>Part 2: Causes of the Civil War—Slavery</b> (3 lessons)                      ⒶⓇ <b>SS.5.4E</b> Identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the US Constitution.  <b>SS.5.12B</b> Evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.                      Ⓟ <b>SS.5.24B</b> 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.                      Ⓟ <b>SS.5.24D</b> Identify different points of view about an issue, topic, or current event.                      Ⓟ <b>SS.5.24E</b> Identify the historical context of an event.</p>
	<p><b>Part 3</b> Feb. 10-14                       Early Dismissal Feb. 14</p>	<p><b>Part 3: Causes of the Civil War—States' Rights</b> (2 lessons)                      ⒶⓇ <b>SS.5.4E</b> Identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the US Constitution.                      Ⓟ <b>SS.5.24B</b> 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.                      Ⓟ <b>SS.5.24D</b> Identify different points of view about an issue, topic, or current event.                      Ⓟ <b>SS.5.24E</b> Identify the historical context of an event.</p> <p>Extend, Review, Assess, and Reteach time is built within each unit.</p>



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<p><b>Unit 9: The Civil War and Reconstruction</b></p> <p>In this unit, students study the Civil War as a critical turning point in US history and examine its effects on the country afterwards.</p>	<p><b>8</b></p> <p>45-minute lessons</p> <p><b>Suggested Pacing:</b> Feb. 17 – Mar. 13</p> <p><b>Part 1</b> Feb. 17-28</p>	<p><b>Part 1: Leaders, Turning Points, and Surrender</b> (3 lessons)</p> <p><b>AR SS.5.4E</b> Identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the US Constitution.</p> <p><b>PS SS.5.24B</b> 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><b>PS SS.5.24C</b> Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p>	
	<p><b>Part 2</b> Mar. 2-6</p> <p><b>District Formative Assessment 3 Suggested Window:</b> Mar. 3-5</p>	<p><b>Part 2: Reconstruction</b> (3 lessons)</p> <p><b>AR SS.5.4E</b> Identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the US Constitution.</p> <p><b>PS SS.5.24B</b> 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><b>PS SS.5.25B</b> Incorporate main and supporting ideas in verbal and written communication.</p>	
	<p><b>Part 3</b> Mar. 9-13</p> <p><i>Spring Break</i> Mar. 16-20</p>	<p><b>Part 3: The 13th, 14th, and 15th Amendments</b> (2 lessons)</p> <p><b>AR SS.5.4E</b> Identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the US Constitution.</p> <p><b>AR SS.5.20B</b> Describe various amendments to the US Constitution such as those that extended voting rights of US citizens.</p> <p><b>PS SS.5.24A</b> 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.</p> <p><b>PS SS.5.24B</b> 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><b>PS SS.5.25B</b> Incorporate main and supporting ideas in verbal and written communication.</p>	
			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><b>Unit 10: The United States Enters the Twentieth Century</b></p> <p>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.</p>	<p>7 45-minute lessons</p> <p><b>Suggested Pacing:</b> Mar. 23 – Apr. 9</p> <p><b>Part 1</b> Mar. 23-27 <i>Chávez/Huerta Day</i> Mar. 30</p>	<p><b>Part 1: Life in the United States at the Beginning of the Twentieth Century</b> (2 lessons)</p> <p><b>SS.5.23A</b> Identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong.</p> <p><b>AR SS.5.23B</b> 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.</p> <p><b>AR SS.5.23C</b> Explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.</p> <p><b>PS SS.5.24C</b> Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p><b>PS SS.5.25A</b> Use social studies terminology correctly. <i>[taught throughout the unit]</i></p>	
	<p><b>Part 2</b> Mar. 31 – Apr. 3</p>	<p><b>Part 2: Industrialization, Immigration, and Urbanization</b> (3 lessons)</p> <p><b>SS.5.4G</b> Identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.</p> <p><b>AR SS.5.5A</b> Analyze various issues and events of the twentieth century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions.</p> <p><b>SS.5.6B</b> Translate geographic data into a variety of formats such as raw data to graphs and maps.</p> <p><b>SS.5.13A</b> Compare how people in different parts of the United States earn a living, past and present.</p> <p><b>SS.5.17E</b> Explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.</p> <p><b>AR SS.5.22B</b> Describe customs and traditions of various racial, ethnic, and religious groups in the United States.</p> <p><b>AR SS.5.22C</b> Summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.</p> <p><b>PS SS.5.25D</b> Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.</p>	
	<p><b>District Formative Assessment 4</b> <b>Suggested Window:</b> Apr. 1-3</p>	<p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	
	<p><b>Part 3</b> Apr. 6-9 <i>Spring Holiday</i> Apr. 10</p>	<p><b>Part 3: World War I</b> (2 lessons)</p> <p><b>AR SS.5.5A</b> Analyze various issues and events of the twentieth century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions.</p> <p><b>PS SS.5.24E</b> Identify the historical context of an event.</p> <p><b>PS SS.5.25B</b> Incorporate main and supporting ideas in verbal and written communication.</p>	
		<p>Extend, Review, Assess, and Reteach time is built within each unit.</p>	

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><b>Unit 11: Boom, Bust, and World War</b></p> <p>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.</p>	<p><b>9</b></p> <p>45-minute lessons</p> <p><b>Suggested Pacing:</b> Apr. 13 – May 1</p> <p><b>Part 1</b> Apr. 13-17</p>	<p><b>Part 1: The Roaring Twenties</b> (3 lesson)</p> <p><b>AR SS.5.5A</b> Analyze various issues and events of the twentieth century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions.</p> <p><b>SS.5.21B</b> Explain how examples of art, music, and literature reflect the times during which they were created.</p> <p><b>AR SS.5.23C</b> Explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.</p> <p><b>PS SS.5.24B</b> 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><b>Part 2</b> Apr. 20-24</p>	<p><b>Part 2: The Great Depression</b> (3 lessons)</p> <p><b>AR SS.5.5A</b> Analyze various issues and events of the twentieth century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions.</p> <p><b>AR SS.5.11B</b> Describe how the free-enterprise system works in the United States.</p> <p><b>SS.5.11C</b> Give examples of the benefits of the free-enterprise system in the United States.</p> <p><b>SS.5.12A</b> Explain how supply and demand affects consumers in the United States.</p> <p><b>PS SS.5.24B</b> 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><b>Part 3</b> Apr. 27 – May 1</p>	<p><b>Part 3: World War II</b> (3 lessons)</p> <p><b>AR SS.5.5A</b> Analyze various issues and events of the twentieth century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions.</p> <p><b>SS.5.5C</b> Identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women’s rights, military actions, and politics.</p> <p><b>PS SS.5.24B</b> 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><b>PS SS.5.24C</b> 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>	

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><b>Unit 12: Issues for Today</b></p> <p>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.</p>	<p><b>5</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> May 4-29</p> <p><b>Part 1</b> May 4-15</p> <p><b>Part 2</b> May 18-29</p> <p><i>Memorial Day</i> May 25</p>	<p><b>Part 1: Social Issues</b> (3 lessons)</p> <p><b>AR SS.5.5A</b> Analyze various issues and events of the twentieth century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions.</p> <p><b>SS.5.5C</b> Identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women’s rights, military actions, and politics.</p> <p><b>SS.5.13E</b> Explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.</p> <p><b>AR SS.5.20B</b> Describe various amendments to the US Constitution such as those that extended voting rights of US citizens.</p> <p><b>AR SS.5.22C</b> Summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.</p> <p><b>PS SS.5.25A</b> Use social studies terminology correctly. <i>[taught throughout the unit]</i></p> <hr/> <p><b>Part 2: Political and Current Issues</b> (2 lessons)</p> <p><b>SS.5.5B</b> Analyze various issues and events of the twenty-first century such as the War on Terror and the 2008 presidential election.</p> <p><b>SS.5.19B</b> Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.</p> <p><b>SS.5.23D</b> Predict how future scientific discoveries and technological innovations could affect society in the United States.</p> <p><b>SS.5.26B</b> 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>	