

Cycle 1	29 Days	The recommended number of class periods 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. 22-Sept. 30, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 1: Skill Introduction and Identity Development</p> <p>This two-part unit serves as a review of basic social studies skills such as analyzing information through summarizing, drawing inferences and conclusions, and evaluating the validity of historical sources. It also introduces students to the concept of identity.</p>	<p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p> <p><i>Teachers Report to Campuses Aug. 8</i></p> <p><i>Teacher Service Days Aug. 8-12, Aug. 16-19</i></p> <p><i>Teacher Prep Day (no students) Aug. 15</i></p> <p><i>Labor Day Sept. 5</i></p>	<p>Part 1: Skill Introduction</p> <p>Ⓟ AAS.17A Analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions.</p> <p>Ⓟ AAS.17B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions.</p> <p>Ⓟ AAS.17C Apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence.</p> <p>Ⓟ AAS.17D Evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context.</p> <p>Ⓟ AAS.17E Identify bias and support with historical evidence a point of view on a social studies issue or event.</p> <p>Ⓟ AAS.18A Create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism.</p> <p>Ⓟ AAS.18B Use social studies terminology correctly</p> <p>Ⓟ AAS.19A Create a visual representation of historical information such as thematic maps, graphs, and charts.</p> <p>Ⓟ AAS.19B Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.</p> <hr/> <p>Part 2: Identity Development</p> <p>AAS.11E Identify and describe the diversity of peoples of African ancestry such as Afro-Latinos, Afro-Caribbeans, and recent African immigrants.</p> <p>AAS.12B Analyze ways in which African Americans have retained cultural identity over time while adapting to and contributing to mainstream American culture.</p> <p>AAS.12C Analyze the various cultural practices that have shaped the individual and collective identity of African Americans over time to understand shared and differing experiences.</p> <p>Ⓟ AAS.17A Analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions.</p> <p>Ⓟ AAS.17B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions.</p> <p>Ⓟ AAS.17C Apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence.</p>

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		<p>Ⓟ AAS.17D Evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context.</p> <p>Ⓟ AAS.17E Identify bias and support with historical evidence a point of view on a social studies issue or event.</p> <p>Ⓟ AAS.18A Create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism.</p> <p>Ⓟ AAS.18B Use social studies terminology correctly</p> <p>Ⓟ AAS.19A Create a visual representation of historical information such as thematic maps, graphs, and charts.</p> <p>Ⓟ AAS.19B Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.</p>
<p>Unit 2: African Civilizations before 1619: This unit explores African history before 1619, including investigations into major eras, civilizations, social and political developments, and trade systems that predate American slavery.</p>	<p>6 class periods (90-min. each) or 12 class periods (45-min. each)</p>	<p>African Civilizations before 1619</p> <p>AAS.1A Identify the major eras, civilizations, and contributions of African American history that are foundational to humanity and predate American slavery.</p> <p>AAS.1B Describe and compare the various pre-colonial, indigenous, and ancestral roots of African Americans, such as educational systems, social and political developments, family structures, and global trade and exchange.</p> <p>AAS.16A Identify examples of how advances made by African civilizations in areas such as astronomy, mathematics, architecture, and engineering have contributed to science and technology in the United States.</p> <p>Ⓟ AAS.17A Analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions.</p> <p>Ⓟ AAS.17B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions.</p> <p>Ⓟ AAS.18B Use social studies terminology correctly.</p>

Cycle 2	23 Days	The recommended number of class periods 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. 3 - Nov. 4, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 3: Africans in the American Colonies This unit explores the contributions and experiences of African Americans during the colonial period.	6 class periods (90-min. each) or 12 class periods (45-min. each) <i>Teacher Service Day (no students)</i> <i>Oct. 4</i> <i>Fall Holiday</i> <i>Oct. 5</i>	Africans in the American Colonies AAS.1C Analyze the effects of dehumanization through the capture, trade, and enslavement of Africans, within a regional and global context, including the Atlantic Slave Trade. AAS.2A Analyze the African diaspora, including the role of Africans and Europeans. AAS.2B Compare and contrast the colonization of North, Central, and South America and the West Indies and neighboring islands and analyze the interactions among enslaved Africans and Native Americans. AAS.2C Describe and explain the impact of the Middle Passage on African American culture. AAS.2D Explain the causes for the growth and development of slavery, primarily in the Southern colonies. AAS.7A Explain the causes and effects of forced and voluntary migration on individuals, groups, and societies throughout African American history. AAS.7B Identify and explain the physical and human geographic factors that contributed to the Atlantic Slave Trade; the rise of the plantation system in the South, the development of textile mills in the North, and the economic interdependence between the North and the South. AAS.13A Identify and describe the influence of African oral traditions, visual art, literary art, theater, music, and dance on African American culture. AAS.13B Describe the influence of enslavement on African American culture. AAS.13C Identify the contributions of early African American literature, including the works of Jupiter Hammon and Phillis Wheatley. ^{PS} AAS.17A Analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions. ^{PS} AAS.17B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions. ^{PS} AAS.18B Use social studies terminology correctly. ^{PS} AAS.19A Create a visual representation of historical information such as thematic maps, graphs, and charts. ^{PS} AAS.19B Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.

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<p>Unit 4: Freedom in the American Revolution</p> <p>This unit explores the concept of freedom as it relates to African Americans' fight for freedom in the midst of the American Revolutionary War for independence.</p>	<p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p>	<p>Freedom in the American Revolution</p> <p>AAS.2D Explain the causes for the growth and development of slavery, primarily in the Southern colonies.</p> <p>AAS.3A Analyze the economic, social, religious, and legal rationalization used by some Americans to continue and expand slavery after declaring independence from Great Britain.</p> <p>AAS.7A Explain the causes and effects of forced and voluntary migration on individuals, groups, and societies throughout African American history.</p> <p>AAS.9A Compare and contrast how political perspectives of free and enslaved African Americans in the late 1700s and early 1800s were influenced by the unalienable rights expressed in the Declaration of Independence and civil rights in the Bill of Rights.</p> <p>AAS.11A Trace how perceptions of the rights and civic responsibilities of African Americans have changed over time, including the idea of being considered property with no rights under slavery.</p> <p>AAS.11B Analyze how regional differences have impacted political perspectives of African American communities.</p> <p>Ⓟ AAS.17A Analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions.</p> <p>Ⓟ AAS.17B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions.</p> <p>Ⓟ AAS.18B Use social studies terminology correctly.</p>

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	Nov. 7 - Dec. 21, 2022	
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<p>Unit 5: African Americans in the New Republic (1783-1815)</p> <p>This unit explores the contributions and experiences of African Americans during the development of the New Republic.</p>	<p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p> <p><i>Thanksgiving Break</i> Nov. 21-25</p> <p><i>Winter Break (students)</i> Dec. 22 - Jan. 6</p> <p><i>Winter Break (teachers)</i> Dec. 22 - Jan. 4</p>	<p>African Americans in the New Republic (1783-1815)</p> <p>AAS.3A Analyze the economic, social, religious, and legal rationalization used by some Americans to continue and expand slavery after declaring independence from Great Britain.</p> <p>AAS.3B Describe the impact of the Three-Fifths Compromise and the Fugitive Slave Act.</p> <p>AAS.3C Analyze the role that slavery played in the development of nationalism and sectionalism during the early 19th century.</p> <p>AAS.3D Analyze and evaluate various forms of individual and group resistance against the enslavement of African Americans.</p> <p>AAS.3E Analyze the influence of significant individuals and groups prior to and during the abolitionist movement to determine their impact on ending slavery such as the work of David Walker, Elijah P. Lovejoy, John Brown, Sojourner Truth, Frederick Douglass, the American Anti-Slavery Society, and the Underground Railroad.</p> <p>AAS.3F Analyze national and international abolition efforts, including the gradual emancipation of enslaved people in the North (1777-1804), the U.S. ban on the slave trade (1808), the abolition of slavery in Mexico (1829) and Great Britain (1833), and the significance of the Guerrero Decree in the Texas Revolution.</p> <p>AAS.7A Explain the causes and effects of forced and voluntary migration on individuals, groups, and societies throughout African American history.</p> <p>AAS.16C Describe the contributions of significant African American individuals to science, philosophy, mathematics, and technology such as Benjamin Banneker, George Washington Carver, Granville Woods, Mary Jackson, Katherine Johnson, Henrietta Lacks, Dorothy Vaughan, Mae Jemison, and Neil deGrasse Tyson.</p> <p>Ⓟ AAS.17A Analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions.</p> <p>Ⓟ AAS.17B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions.</p> <p>Ⓟ AAS.18B Use social studies terminology correctly.</p>

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<p>Unit 6: Freedom, Resistance, and Sectionalism before 1860 (1815-1860)</p> <p>This unit explores the concepts of Black agency, resistance, and perseverance as it relates to the experiences of African Americans in the Antebellum North and South.</p>	<p>4 class periods (90-min. each) or 8 class periods (45-min. each)</p>	<p><u>Freedom, Resistance, and Sectionalism before 1860 (1815-1860)</u></p> <p>AAS.3A Analyze the economic, social, religious, and legal rationalization used by some Americans to continue and expand slavery after declaring independence from Great Britain.</p> <p>AAS.3B Describe the impact of the Three-Fifths Compromise and the Fugitive Slave Act.</p> <p>AAS.3C Analyze the role that slavery played in the development of nationalism and sectionalism during the early 19th century.</p> <p>AAS.3D Analyze and evaluate various forms of individual and group resistance against the enslavement of African Americans.</p> <p>AAS.3E Analyze the influence of significant individuals and groups prior to and during the abolitionist movement to determine their impact on ending slavery such as the work of David Walker, Elijah P. Lovejoy, John Brown, Sojourner Truth, Frederick Douglass, the American Anti-Slavery Society, and the Underground Railroad.</p> <p>AAS.3F Analyze national and international abolition efforts, including the gradual emancipation of enslaved people in the North (1777-1804), the U.S. ban on the slave trade (1808), the abolition of slavery in Mexico (1829) and Great Britain (1833), and the significance of the Guerrero Decree in the Texas Revolution.</p> <p>AAS.7A Explain the causes and effects of forced and voluntary migration on individuals, groups, and societies throughout African American history.</p> <p>AAS.11A Trace how perceptions of the rights and civic responsibilities of African Americans have changed over time, including the idea of being considered property with no rights under slavery.</p> <p>AAS.11B Analyze how regional differences have impacted political perspectives of African American communities.</p> <p>AAS.15A Describe the efforts to prevent the education of enslaved people and free African Americans, including anti-literacy laws.</p> <p>PS AAS.17A Analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions.</p> <p>PS AAS.17B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions.</p> <p>PS AAS.18B Use social studies terminology correctly.</p>

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Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 7: Civil War and Reconstruction—Opportunities and Challenges</p> <p>This unit explores opportunities and challenges for African Americans during the Civil War and Reconstruction periods such as the development of African American military regiments and the sharecropping system.</p>	<p>6 class periods (90-min. each) or 12 class periods (45-min. each)</p> <p><i>Winter Break (students) Dec. 22 - Jan. 6</i></p> <p><i>Winter Break (teachers) Dec. 22 - Jan. 4</i></p> <p><i>MLK Jr. Day Jan. 16</i></p> <p><i>Teacher Prep Day (no students) Jan. 5</i></p> <p><i>Teacher Service Day (no students) Jan. 6</i></p> <p><i>Teacher Service Day (no students) Feb. 20</i></p>	<p>Civil War and Reconstruction—Opportunities and Challenges</p> <p>AAS.4A Summarize the roles and experiences of African American soldiers and spies in both the North and South during the Civil War.</p> <p>AAS.4B Describe and analyze the successes and failures of Reconstruction.</p> <p>AAS.7A Explain the causes and effects of forced and voluntary migration on individuals, groups, and societies throughout African American history.</p> <p>AAS.9B Explain the regional perspectives toward political rights of African American men and women from the early years of the republic through 1877.</p> <p>AAS.11A Trace how perceptions of the rights and civic responsibilities of African Americans have changed over time, including the idea of being considered property with no rights under slavery.</p> <p>AAS.11B Analyze how regional differences have impacted political perspectives of African American communities.</p> <p>AAS.13A Identify and describe the influence of African oral traditions, visual art, literary art, theater, music, and dance on African American culture.</p> <p>AAS.13D Explain the origins and characteristics of different musical genres and traditions of African Americans.</p> <p>AAS.13E Describe the expanding influence of African American music through the work of performers such as the Fisk Jubilee Singers.</p> <p>AAS.15B Analyze the expansion of educational opportunities for African Americans, including the Freedman's Bureau, Rosenwald Schools, the Second Morrill Act (1890), the establishment of Historically Black Colleges and Universities, and the role of the National Pan-Hellenic Council (Divine 9).</p> <p>Ⓟ AAS.17A Analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions.</p> <p>Ⓟ AAS.17B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions.</p> <p>Ⓟ AAS.18B Use social studies terminology correctly.</p>

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<p>Unit 8: After Reconstruction—Reforms, Restrictions, and Renaissance</p> <p>This two-part unit explores reforms and restrictions that impacted African Americans after Reconstruction such as the expansion of educational opportunities for African Americans through the development of Historically Black Colleges and Universities (HBCUs) and voting restrictions imposed by Southern legislatures. It also explores the African American Renaissance period.</p>	<p>6 class periods (90-min. each) or 12 class periods (45-min. each)</p>	<p>After Reconstruction—Reforms and Restrictions</p> <p>AAS.4C Compare the opportunities and challenges faced by African Americans from post-Reconstruction to the early 20th century and viewpoints and actions of African Americans, including Ida B. Wells, W.E.B. Du Bois, Booker T. Washington, Marcus Garvey, the National Association for the Advancement of Colored People (NAACP), Freedmen's Towns, and the Exodusters.</p> <p>AAS.4D Explain the circumstances surrounding increased violence and extremism such as the Ku Klux Klan (KKK), the Colfax Massacre, lynchings, race riots, and the Camp Logan Mutiny (The Houston Riot of 1917).</p> <p>AAS.4E Explain the impact of the convict leasing system on African Americans such as the Sugar Land 95.</p> <p>AAS.4F Explain how the rise of Jim Crow laws affected the life experiences of African Americans in the late 19th and early 20th centuries.</p> <p>AAS.4G Describe the impact of the U.S. Supreme Court decision Plessy v. Ferguson (1896).</p> <p>AAS.4H Analyze the social, economic, and political actions of African Americans in response to the Jim Crow era during the early 20th century such as the Great Migration, civil rights organizations, social organizations, political organizations, and organized labor unions.</p> <p>AAS.4I Examine the experiences of African American soldiers during and after World War I.</p> <p>AAS.4J Describe the impact of African American military service from Reconstruction through World War I, including the role of the Buffalo Soldiers.</p> <p>AAS.7A Explain the causes and effects of forced and voluntary migration on individuals, groups, and societies throughout African American history.</p> <p>AAS.7C Explain the westward movement and Great Migration and summarize their impact on African Americans.</p> <p>AAS.7D Analyze how environmental changes impacted African American communities in terms of land use, settlement patterns, and urban development.</p> <p>AAS.8B Explain how sharecropping and redlining limited economic opportunities for African Americans</p> <p>AAS.8C Explain how economic conditions and racism contributed to the Great Migration.</p> <p>AAS.8D Evaluate the economic impact of the American labor movement and unionism on African Americans from the late nineteenth century to today.</p> <p>AAS.8E Analyze how various geographic, cultural, social, political, and financial factors influenced the economic mobility of African Americans such as skin color, wealth, and educational background.</p> <p>AAS.8F Evaluate the effectiveness of various approaches African Americans have used to solve economic issues.</p> <p>AAS.8G Trace the rise and development African American businesses and entrepreneurship from the late 19th century to today.</p> <p>AAS.8H Examine the contributions of African American and Black American Business entrepreneurship such as Black Wall Street, black inventors, and the black experience in business and the economic contributions of individuals such as Madame C. J. Walker and Maggie L. Walker.</p> <p>AAS.9C Analyze the construction, interpretation, and implementation of the</p>

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		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p>13th, 14th, and 15th Amendments to the U.S. Constitution and the effects on African American men and women between 1877 and 1920.</p> <p>AAS.12A Analyze the impact of assimilation, stereotypes, de facto practices, and oppression on the lives of African Americans.</p> <p>AAS.15B Analyze the expansion of educational opportunities for African Americans, including the Freedman's Bureau, Rosenwald Schools, the Second Morrill Act (1890), the establishment of Historically Black Colleges and Universities, and the role of the National Pan-Hellenic Council (Divine 9).</p> <p>AAS.16B Identify examples of how industrialization was influenced by African Americans over time.</p> <p>AAS.16C Describe the contributions of significant African American individuals to science, philosophy, mathematics, and technology such as Benjamin Banneker, George Washington Carver, Granville Woods, Mary Jackson, Katherine Johnson, Henrietta Lacks, Dorothy Vaughan, Mae Jemison, and Neil deGrasse Tyson.</p> <p>Ⓟ AAS.17A Analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions.</p> <p>Ⓟ AAS.17B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions.</p> <p>Ⓟ AAS.18B Use social studies terminology correctly.</p>

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		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p><u>After Reconstruction—Renaissance</u></p> <p>AAS.13A Identify and describe the influence of African oral traditions, visual art, literary art, theater, music, and dance on African American culture.</p> <p>AAS.13D Explain the origins and characteristics of different musical genres and traditions of African Americans.</p> <p>AAS.14A Describe the development and influence of blues, ragtime, jazz, and hip-hop music such as the achievements of composers Scott Joplin and James Reese Europe.</p> <p>AAS.14C Explain the lasting impact of the Harlem Renaissance on American culture and society such as the achievements of Louis Armstrong, Josephine Baker, Duke Ellington, Langston Hughes, Sargent Johnson, Jules Bledsoe, Paul Robeson, Augusta Savage, and James VanDerZee.</p> <p>AAS.14D Describe the reactions to and the influence of selected works by African American authors such as <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Native Son, by Richard Wright, Their Eyes Were Watching God by Zora Neale Hurston, <i>Beloved</i> by Toni Morrison, and <i>Eyes on the Prize</i> by Henry Hampton.</p> <p>AAS.14F Describe how characteristics of African American history and culture have been reflected in various genres of art, music, film, theatre, visual arts, and dance.</p> <p>AAS.14G Analyze the impact of popular culture on African Americans during significant eras.</p> <p>Ⓟ AAS.17A Analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions.</p> <p>Ⓟ AAS.17B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions.</p> <p>Ⓟ AAS.18B Use social studies terminology correctly.</p>

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	Feb. 27 - Apr. 14, 2023	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 9: The Great Depression and World War II This unit explores the causes and impacts of the Great Depression on African Americans. It also explores the contributions and experiences of African Americans during World War II.</p>	<p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p> <p><i>Spring Break</i> <i>Mar. 13-17</i></p> <p><i>Chávez-Huerta Day</i> <i>Mar. 31</i></p> <p><i>Spring Holiday</i> <i>Apr. 7</i></p>	<p>The Great Depression and World War II AAS.5A Compare the positive and negative effects of the Great Depression and New Deal on the social and economic status of African Americans in various geographic regions. AAS.5E Describe the impact of racism during World War II. AAS.5F Explain the contributions of significant African American individuals and groups during World War II, including Doris "Dorie" Miller, the Tuskegee Airmen, and the 761st Tank Battalion. AAS.12A Analyze the impact of assimilation, stereotypes, de facto practices, and oppression on the lives of African Americans. PS AAS.17A Analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions. PS AAS.17B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions. PS AAS.18B Use social studies terminology correctly.</p>
<p>Unit 10: The Civil Rights Movement This unit investigates the strategies of the Civil Rights Movement in ending racial segregation and disenfranchisement of African Americans in the United States.</p>	<p>7 class periods (90-min. each) or 14 class periods (45-min. each)</p>	<p>The Civil Rights Movement AAS.5B Describe the impact of U.S. Supreme Court decisions <i>Sweatt v. Painter</i> (1950) and <i>Brown v. Board of Education</i> (1954). AAS.5C Describe the continued struggle for civil rights in America during this time in history such as the notable works of the NAACP, National Urban League, Jackie Robinson, Rosa Parks, Martin Luther King Jr., Daisy Bates and the Little Rock Nine, the Student Non-Violent Coordinating Committee (SNCC), and local leaders. AAS.5D Describe the interactions of the people of the diaspora relative to the struggle for civil rights. AAS.5G Analyze how the effects of World War II laid the groundwork for the Civil Rights Movement such as Harry S. Truman's Executive Order 9981 and the contributions of A. Phillip Randolph, Mary McLeod Bethune, and Thurgood Marshall. AAS.5H Analyze the successes, failures, and ongoing impact of the Civil Rights Movement, including methods such as sit-ins, boycotts, marches, speeches, music, and organizations. AAS.5I Evaluate the extent to which the Civil Rights Movement transformed American politics and society. AAS.9D Analyze how government policies, court actions, and legislation impacted African Americans from the 1920s through the 1950s. AAS.9E Analyze the causes and effects of government actions and legislation addressing racial and social injustices from 1960 to the present day such as the issues of voting rights, civil rights, fair housing, education, employment, affirmative action, the War on Crime, the War on Drugs, mass incarceration, and health and nutrition.</p>

Cycle 5	28 Days Feb. 27 - Apr. 14, 2023	<i>The recommended number of class periods 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.</i>
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>AAS.10A Analyze examples of conflict and cooperation between African Americans and other groups in the pursuit of individual freedoms and civil rights such as the Freedom Riders and the Memphis Sanitation Workers Strike.</p> <p>AAS.10B Explain how various philosophies and ideologies influenced the African American experience for social, political, and legal equality such as fair housing, equal opportunity, affirmative action, and voting rights.</p> <p>AAS.10C Identify the contributions of African American leaders at local, state, and national levels of government.</p> <p>AAS.11C Analyze the significance and associations of identity nomenclature relevant to African Americans such as Negro and Black.</p> <p>AAS.12A Analyze the impact of assimilation, stereotypes, de facto practices, and oppression on the lives of African Americans.</p> <p>AAS.14B Describe how various African American expressions of dance forms such as tap dance, step dance, hip hop, and modern dance and the contributions of African American dancers such as the Dance Theater of Harlem, Katherine Dunham, Bill "Bojangles" Robinson, Alvin Ailey, and Misty Copeland have contributed to the shared identity of various groups.</p> <p>Ⓟ AAS.17A Analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions.</p> <p>Ⓟ AAS.17B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions.</p> <p>Ⓟ AAS.18B Use social studies terminology correctly.</p>

Cycle 6	31 Days	The recommended number of class periods 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. 17 - May 31, 2023	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 11: Successes and Limitations After the Civil Rights Movement</p> <p>This unit explores successes and limitations after the Civil Rights Movement, including the effects of key legislation created to end segregation, Black voter suppression and discriminatory employment and housing practices.</p>	<p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p> <p><i>Spring Holiday</i> <i>Apr. 21</i></p> <p><i>Memorial Day</i> <i>May 29</i></p> <p><i>Teacher Prep Day</i> <i>(no students)</i> <i>June 1</i></p>	<p>Successes and Limitations After the Civil Rights Movement</p> <p>AAS.5H Analyze the successes, failures, and ongoing impact of the Civil Rights Movement, including methods such as sit-ins, boycotts, marches, speeches, music, and organizations.</p> <p>AAS.5I Evaluate the extent to which the Civil Rights Movement transformed American politics and society.</p> <p>AAS.6A Identify and explain the issues confronting African Americans in the continuing quest for equality.</p> <p>AAS.6B Describe the major achievements of contemporary African Americans and how their contributions have shaped the American experience such as John H. Johnson, Muhammad Ali, Fannie Lou Hamer, Shirley Chisholm, Earl G. Graves, Barbara Jordan, Colin Powell, Condoleezza Rice, and Barack Obama</p> <p>AAS.6C Analyze the progress and challenges for African American men and women socially, economically, and politically from 1970 to the present, such as the evolving role of education in the African American community.</p> <p>AAS.9F Analyze how the changing political environment has impacted civil rights from the late 20th century to the present.</p> <p>AAS.12A Analyze the impact of assimilation, stereotypes, de facto practices, and oppression on the lives of African Americans.</p> <p>AAS.14B Describe how various African American expressions of dance forms such as tap dance, step dance, hip hop, and modern dance and the contributions of African American dancers such as the Dance Theater of Harlem, Katherine Dunham, Bill "Bojangles" Robinson, Alvin Ailey, and Misty Copeland have contributed to the shared identity of various groups.</p> <p>AAS.14E Describe storytelling, literary, filmmaking, and visual arts contributions related to self-identity made by African Americans such as Oscar Micheaux, John T. Biggers, James Baldwin, Lorraine Hansberry, Amiri Baraka, Sidney Poitier, Maya Angelou, Faith Ringgold, August Wilson, bell hooks, Spike Lee, John Singleton, and Oprah Winfrey.</p> <p>Ⓟ AAS.17A Analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions.</p> <p>Ⓟ AAS.17B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions.</p> <p>Ⓟ AAS.18B Use social studies terminology correctly.</p>

Cycle 6	31 Days	The recommended number of class periods 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. 17 - May 31, 2023	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 12: Connecting Past to Present—Critical Action Research</p> <p>This unit allows students to explore a topic of interest using an action research process and to present results of their findings to the class.</p>	<p>6 class periods (90-min. each) or 12 class periods (45-min. each)</p>	<p>AAS.6A Identify and explain the issues confronting African Americans in the continuing quest for equality.</p> <p>AAS.6B Describe the major achievements of contemporary African Americans and how their contributions have shaped the American experience such as John H. Johnson, Muhammad Ali, Fannie Lou Hamer, Shirley Chisholm, Earl G. Graves, Barbara Jordan, Colin Powell, Condoleezza Rice, and Barack Obama</p> <p>AAS.6C Analyze the progress and challenges for African American men and women socially, economically, and politically from 1970 to the present, such as the evolving role of education in the African American community.</p> <p>AAS.9E Analyze the causes and effects of government actions and legislation addressing racial and social injustices from 1960 to the present day such as the issues of voting rights, civil rights, fair housing, education, employment, affirmative action, the War on Crime, the War on Drugs, mass incarceration, and health and nutrition.</p> <p>AAS.11D Analyze selected contemporary African American issues that have led to diverse points of view in public discourse, including rights and activism.</p> <p>AAS.15C Describe contemporary issues in education for African American students such as the school-to-prison pipeline, opportunity gaps, overrepresentation in special education, and underrepresentation in gifted and talented opportunities.</p> <p>AAS.16C Describe the contributions of significant African American individuals to science, philosophy, mathematics, and technology such as Benjamin Banneker, George Washington Carver, Granville Woods, Mary Jackson, Katherine Johnson, Henrietta Lacks, Dorothy Vaughan, Mae Jemison, and Neil deGrasse Tyson.</p> <p>Ⓟ AAS.17A Analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions.</p> <p>Ⓟ AAS.17B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions.</p> <p>Ⓟ AAS.18B Use social studies terminology correctly.</p> <p>Ⓟ AAS.19A Create a visual representation of historical information such as thematic maps, graphs, and charts.</p> <p>AAS.20 The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>