

Cycle 1	27 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. 23 - Oct. 1, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 1: What's in a Name? Identity in Mexican American Studies</b></p> <p>In this two-part unit, students will practice important social studies skills such as analyzing primary and secondary sources. In part two, students will ask and answer questions to explore their own identity in relation to each other, their school, their community, and country.</p>	<p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p> <p><i>Enrichment Opportunities</i> Aug. 2-13</p> <p><i>Teachers Report to Work</i> Aug. 16</p> <p><i>Teacher Service Days</i> Aug. 16-17, Aug. 19-20</p> <p><i>Teacher Prep Day</i> (no students) Aug. 18</p> <p><i>Labor Day</i> Sept. 6</p> <p><i>Fall Holiday</i> Sept. 16</p> <p><i>Teacher Service Day</i> (no students) Sept. 17</p>	<p><b>Part 1: Skill Introduction (3 Lessons)</b></p> <p>PS <b>MAS.12A</b> Locate and describe human and physical features that influence the size and distribution of settlements.</p> <p>PS <b>MAS.12B</b> Analyze diverse points of view related to contemporary Mexican American issues.</p> <p>PS <b>MAS.12D</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> <hr/> <p><b>Part 2: Identity Development (2 Lessons)</b></p> <p><b>MAS.9B</b> Discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups.</p> <p><b>MAS.9C</b> Discuss ways individuals contribute to the national identity as members of diverse cultural groups.</p> <p><b>MAS9.D</b> Analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American.</p>

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Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 2: Mesoamerican Civilizations</b> Students will explore the social, economic, political, artistic, and scientific developments of pre-Colombian indigenous civilizations in Mesoamerica.	6 class periods (90-min. each) or 12 class periods (45-min. each)	<b>Part 1: Mesoamerican Civilizations (6 Lessons)</b> <b>MAS.1</b> The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods. <b>MAS.2A</b> Explain the significance of the following events as turning points relevant to Mexican American history: <b>Aztec arrival in Mexico’s central valley, establishment of the Aztec empire</b> , Hernán Cortés’s first encounter with the Aztecs, Spanish conquest of the Aztecs, creation of the New Laws, and Jesuit expulsion from the Americas. <b>MAS6.A</b> Locate places and regions of cultural and historical significance in Mexican American history. <b>MAS6.B</b> Identify physical and human geographic factors related to the settlement of American Indian societies. <b>MAS10.A</b> Describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature. <b>MAS11.A</b> Explain the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya and Aztec civilizations. <sup>PS</sup> <b>MAS12.A</b> Use social studies terminology correctly. <sup>PS</sup> <b>MAS12.B</b> Analyze diverse points of view related to contemporary Mexican American issues. <sup>PS</sup> <b>MAS12.D</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.

Cycle 2	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.
	Oct. 5 - Nov. 12, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 3: The Spanish Conquest and Colonial Society</b> This two-part unit begins with a history of the conquest of Hernán Cortés and the impact on the Aztec. Part 2 focuses on life in Colonial Mexico.</p>	<p>6 class periods (90-min. each) or 12 class periods (45-min. each)</p> <p><i>Teacher Service Day (no students)</i> Oct. 4</p>	<p><b>Part 1: The Spanish Conquest (3 Lessons)</b> <b>MAS.1</b> The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods. <b>MAS2.A</b> Explain the significance of the following events as turning points relevant to Mexican American history: Aztec arrival in Mexico’s central valley, establishment of the Aztec Empire, <b>Hernán Cortés’s first encounter with the Aztecs, Spanish conquest of the Aztecs</b>, creation of the New Laws, and Jesuit expulsion from the Americas. <b>MAS2.B</b> Examines the contributions of significant individuals from the Spanish colonial era, <b>including Moctezuma, Hernán Cortés, La Malinche, Bartolomé de las Casas</b>, and Sor Juana Inés de la Cruz <b>MAS6.A</b> Locate Places and regions of cultural and historical significance in Mexican American history. Ⓟ<b>MAS12.A</b> Use social studies terminology correctly. Ⓟ<b>MAS12.B</b> Analyze diverse points of view related to contemporary Mexican American issues. Ⓟ<b>MAS12.D</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> <hr/> <p><b>Part 2: Spanish Colonial Period (3 Lessons)</b> <b>MAS.1</b> The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods. <b>MAS2.A</b> Explain the significance of the following events as turning points relevant to Mexican American history: Aztec arrival in Mexico’s central valley, establishment of the Aztec Empire, Hernán Cortés’s first encounter with the Aztecs, Spanish conquest of the Aztecs, <b>creation of the New Laws, and Jesuit expulsion from the Americas</b>. <b>MAS2.B</b> Examines the contributions of significant individuals from the Spanish colonial era, including Moctezuma, Hernán Cortés, La Malinche, Bartolomé de las Casas, and <b>Sor Juana Inés de la Cruz</b>. <b>MAS6.A</b> Locate Places and regions of cultural and historical significance in Mexican American history. <b>MAS.10A</b> Describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature. Ⓟ<b>MAS12.A</b> Use social studies terminology correctly. Ⓟ<b>MAS12.B</b> Analyze diverse points of view related to contemporary Mexican American issues. Ⓟ<b>MAS12.D</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>

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	Oct. 5 - Nov. 12, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 4: Making Mexico: The War for Independence</b> In this unit, students will learn about causes Mexican Independence from Spain and the immediate effects on newly created Mexico.</p>	<p>6 class periods (90-min. each) or 12 class periods (45-min. each)</p>	<p><b>Part 1: The War for Independence (6 Lessons)</b>  <b>MAS.1</b> The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.  <b>MAS.3A</b> Explain the significance of the following events as turning points relevant to Mexican American history: <b>the Grito de Delores, Mexico’s acquisition of independence</b>, Texas’s declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo, Mexican Revolution, creation of the U.S. Border Patrol, and Mexican repatriation of the 1930s.  <b>MAS.3B</b> Examine the contributions of significant individuals from this period such as <b>Father Miguel Hidalgo, José María Morelos, Augustín de Iturbide</b>, Emiliano Zapata, Francisco (Pancho) Villa, Francisco I. Madero, Porfirio Díaz, and Álvaro Obregón.  <b>MAS.6A</b> Locate places and regions of cultural and historical significance in Mexican American history.  <b>MAS.6.C</b> Explain how issues of land use related to <b>Mexican Independence</b>, Texas Independence, and the Mexican Revolution.  <b>MAS.9C</b> Discuss ways individuals contribute to the national identity as members of diverse cultural groups.  <b>MAS.9D</b> Analyze the connotations and historise of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American.  <b>MAS.10A</b> Describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature.  <sup>PS</sup><b>MAS12.A</b> Use social studies terminology correctly.  <sup>PS</sup><b>MAS12.B</b> Analyze diverse points of view related to contemporary Mexican American issues.  <sup>PS</sup><b>MAS12.D</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>

Cycle 3	30 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.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 5: The Border and Identity</b> In this unit, students will explore the changing border and its impact on Mexican and Mexican American identity through Manifest Destiny, the Texas war for independence, and the Mexican-American War.</p>	<p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p> <p><i>Thanksgiving Break</i> Nov. 22-26</p> <p><i>Enrichment Opportunities</i> Dec. 20-21</p> <p><i>Winter Break</i> Dec. 20-31</p> <p><i>MLK Jr. Day</i> Jan. 17</p> <p><i>Teacher Prep Day (no students)</i> Jan. 18</p>	<p><b>Part 1: The Border and Identity (5 Lessons)</b></p> <p><b>MAS.1</b> The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.</p> <p><b>MAS.3A</b> Explain the significance of the following events as turning points relevant to Mexican American history: the Grito de Dolores, Mexico’s acquisition of independence, <b>Texas’s declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo</b>, Mexican Revolution, creation of the U.S. Border Patron, and Mexican repatriation of the 1930s.</p> <p><b>MAS.3B</b> Examine the contributions of significant individuals from this period such as Father Miguel Hidalgo, José María Morelos, Agustín Iturbide, Emiliano Zapata, Francisco (Pancho) Villa, Francisco I. Madero, Porfirio Díaz, and Álvaro Obregón.</p> <p><b>MAS.6A</b> Locate places and regions of cultural and historical significance in Mexican American history.</p> <p><b>MAS.6B</b> Identify physical and human geographic factors related to the settlement of American Indian societies.</p> <p><b>MAS.6C</b> Explain how issues of land use related to <b>Mexican Independence, Texas Independence</b>, and the Mexican Revolution.</p> <p><b>MAS.9A</b> Describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States.</p> <p><b>MAS.9B</b> Discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups.</p> <p><b>MAS.9C</b> Discuss ways individuals contribute to the national identity as members of diverse cultural groups.</p> <p><b>MAS.9D</b> Analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American.</p> <p><b>MAS.10A</b> Describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature.</p> <p>Ⓢ <b>MAS12.A</b> Use social studies terminology correctly.</p> <p>Ⓢ <b>MAS12.B</b> Analyze diverse points of view related to contemporary Mexican American issues.</p> <p>Ⓢ <b>MAS12.D</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>



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	Nov. 15, 2021 - Jan. 14, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 6: Revolution and Migration: Continuity and Change from 1900-1930</b> This unit will focus on the impact of the Mexican Revolution on migration to the U.S., the development of Mexican American communities in the U.S., and the impact on culture and identity.</p>	<p>4 class periods (90-min. each) or 8 class periods (45-min. each)</p>	<p><b>Part 1: Revolution and Migration (4 Lessons)</b>  <b>MAS.1</b> The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.  <b>MAS.3A</b> Explain the significance of the following events as turning points relevant to Mexican American history: the Grito de Dolores, Mexico’s acquisition of independence, Texas’s declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo, <b>Mexican Revolution, creation of the U.S. Border Patrol</b>, and Mexican repatriation of the 1930s.  <b>MAS.3B</b> Examine the contributions of significant individuals from this period such as Father Miguel Hidalgo, José María Morelos, Agustín Iturbide, <b>Emiliano Zapata, Francisco (Pancho) Villa, Francisco I. Madero, Porfirio Díaz, and Álvaro Obregón.</b>  <b>MAS.6A</b> Locate places and regions of cultural and historical significance in Mexican American history.  <b>MAS.6B</b> Identify physical and human geographic factors related to the settlement of American Indian societies.  <b>MAS.6C</b> Explain how issues of land use related to Mexican Independence, Texas Independence, and the <b>Mexican Revolution.</b>  <b>MAS.6D</b> Analyze physical and human geographic factors related to Mexican migration from the 1920s to the 1930s.  <b>MAS.7A</b> Analyze the economic impact of Mexican repatriation of the 1930s.  <b>MAS.8A</b> Describe how Mexican Americans have participated in supporting and changing government.  <b>MAS.8B</b> Analyze the impact of <b>Salvatierra v. Del Rio Independent School District (ISD), Delgado v. Bastrop ISD, Hernández v. Texas</b> on Mexican Americans and the end of the biracial paradigm.  <b>MAS.9A</b> Describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States.  <b>MAS.9B</b> Discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups.  <b>MAS.9C</b> Discuss ways individuals contribute to the national identity as members of diverse cultural groups.  <b>MAS.9D</b> Analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American.</p>

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	Nov. 15, 2021 - Jan. 14, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><b>MAS.10A</b> Describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature.</p> <p>Ⓡ <b>MAS12.A</b> Use social studies terminology correctly.</p> <p>Ⓡ <b>MAS12.B</b> Analyze diverse points of view related to contemporary Mexican American issues.</p> <p>Ⓡ <b>MAS12.D</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>

Cycle 4	27 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.
	Jan. 19 - Feb. 25, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 7: Crisis, Conflict, Community: Making Mexican America 1930-1945</b></p> <p>Part 1 of this unit will discuss the Mexican American experience during the Great Depression, including migration and repatriation. Part 2 will discuss the continuity of migration during World War II via the Bracero program and the impact of the war.</p>	<p>6 class periods (90-min. each) or 12 class periods (45-min. each)</p> <p><i>Teacher Service Day/Presidents' Day (no students) Feb. 21</i></p>	<p><b>Part 1: Mexican Americans in the Great Depression</b> (3 Lessons)</p> <p><b>MAS.1</b> The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.</p> <p><b>MAS.3A</b> Explain the significance of the following events as turning points relevant to Mexican American history: the Grito de Dolores, Mexico's acquisition of independence, Texas's declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo, Mexican Revolution, creation of the U.S. Border Patrol, and Mexican <b>repatriation of the 1930s</b>.</p> <p><b>MAS.4B</b> Identify the contributions of significant individuals from the civil rights era such as César Chávez, Dolores Huerta, Reis López Tijerina, José Ángel Gutiérrez, Rubén Salazar, <b>Emma Tenayuca</b>, Rodolfo "Corky" Gonzales, <b>Marcario García</b>, <b>Hector P. García</b>, Raul "Roy" Perez Benavidez, Martha P. Cotera, <b>Jovita Idár</b>, <b>Jovita González de Mireles</b>, <b>Sara Estela Ramirez</b>, <b>Leonor Villegas de Magnon</b>, <b>Adela Sloss Vento</b>, <b>María L. de Hernández</b>, and <b>Alicia "Alice" Dickerson Montemayor</b>.</p> <p><b>MAS.6D</b> Analyze physical and human geographic factors related to Mexican migration from the 1910s to the 1930s.</p> <p><b>MAS.7D</b> Analyze the economic contributions of the Mexican American labor force.</p> <p><b>MAS.8A</b> Describe how Mexican Americans have participated in supporting and changing government.</p> <p><b>MAS.9A</b> Describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States.</p> <p><b>MAS.9B</b> Discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups.</p> <p><b>MAS.9C</b> Discuss ways individuals contribute to the national identity as members of diverse cultural groups.</p> <p><b>MAS.9D</b> Analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American.</p> <hr/> <p><b>Part 2: World War II</b> (3 Lessons)</p> <p><b>MAS.4A</b> Explain the significance of the following events as turning points relevant to Mexican American history: <b>U.S. entry into World War II</b>, <b>Bracero Program</b>, <b>Longoria Affair</b>, Operation Wetback, Hernández v. Texas, Brown v. Board of Education, Civil Rights Act of 1964, Voting Rights Act of 1965, Farmworkers strike and boycott, and establishment of La Raza Unida party.</p> <p><b>MAS.6E</b> Identify physical and human geographic factors related to the migration of Mexican laborers as a part of the 1940s Bracero program.</p> <p><b>MAS.7B</b> Evaluate the contributions of the Bracero Program to the U.S. war effort and the development of the agricultural economy of the American Southwest.</p>



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Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><b>MAS.7D</b> Analyze the economic contributions of the Mexican American labor force.</p> <p><b>MAS.8A</b> Describe how Mexican Americans have participated in supporting and changing government.</p> <p><b>MAS.8F</b> Discuss the role of various organizations such as the American G.I. Forum, the League of United Latin American Citizens (LULAC), the Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR) that have participated in the Mexican American struggle for political power.</p> <p><b>MAS.9A</b> Describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States.</p> <p><b>MAS.9B</b> Discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups.</p> <p><b>MAS.9C</b> Discuss ways individuals contribute to the national identity as members of diverse cultural groups.</p> <p><b>MAS.9D</b> Analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American.</p> <p>Ⓟ <b>MAS12.A</b> Use social studies terminology correctly.</p> <p>Ⓟ <b>MAS12.B</b> Analyze diverse points of view related to contemporary Mexican American issues.</p> <p>Ⓟ <b>MAS12.D</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>Unit 8: Emergence of the Civil Rights Movement: 1940-1959</b> In this unit, students will learn about the impact of World War II on the Mexican American civil rights movement as well as early civil rights challenges and victories.</p>	<p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p>	<p><b>Part 1: Emergence of the Civil Rights Movement: 1940-1959 (5 Lessons)</b></p> <p><b>MAS.1</b> The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.</p> <p><b>MAS.4A</b> Explain the significance of the following events as turning points relevant to Mexican American history: U.S. entry into World War II, Bracero Program, <b>Longoria Affair</b>, <b>Operation Wetback</b>, <b>Hernández v. Texas</b>, <b>Brown v. Board of Education</b>, Civil Rights Act of 1964, Voting Rights Act of 1965, Farmworkers strike and boycott, and establishment of La Raza Unida party.</p> <p><b>MAS.4B</b> Identify the contributions of significant individuals from the civil rights era such as César Chávez, Dolores Huerta, Reis López Tijerina, José Ángel Gutiérrez, Rubén Salazar, Emma Tenayuca, Rodolfo “Corky” Gonzales, <b>Marcario García</b>, <b>Hector P. García</b>, Raul “Roy” Perez Benavidez, Martha P. Cotera, Jovita Idár, Jovita González de Mireles, Sara Estela Ramirez, Leonor Villegas de Magnon, Adela Sloss Vento, María L. de Hernández, and Alicia “Alice” Dickerson Montemayor.</p>

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Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><b>MAS.8A</b> Describe how Mexican Americans have participated in supporting and changing government.</p> <p><b>MAS.8B</b> Analyze the impact of <i>Salvatierra v. Del Rio Independent School District (ISD)</i>, <i>Delgado v. Bastrop ISD</i>, and <i>Hernández v. Texas</i> on Mexican Americans and the end of the biracial paradigm.</p> <p><b>MAS.8C</b> Analyze the Mexican American struggle for Civil Rights as manifested in the Chicano movement.</p> <p><b>MAS.8F</b> Discuss the role of various organizations such as the <b>American G.I. Forum, the League of United Latin American Citizens (LULAC)</b>, The Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR) that have participated in the Mexican American struggle for political power.</p> <p><b>MAS.9A</b> Describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States.</p> <p><b>MAS.9B</b> Discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups.</p> <p><b>MAS.9C</b> Discuss ways individuals contribute to the national identity as members of diverse cultural groups.</p> <p><b>MAS.9D</b> Analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American.</p> <p><b>MAS.10A</b> Describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature.</p> <p>Ⓡ <b>MAS12.A</b> Use social studies terminology correctly.</p> <p>Ⓡ <b>MAS12.B</b> Analyze diverse points of view related to contemporary Mexican American issues.</p> <p>Ⓡ <b>MAS12.D</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>

Cycle 5	33 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.
	Feb. 28 - Apr. 22, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 9: Chicano! The Mexican American Civil Rights Movement</b> In this unit, students will learn about the impact of prominent Chicano/a and Mexican American activists and organizations during the broader Civil Rights Movement. They will also learn about the impact of arts movements within the broader Chicano movement.</p>	<p>7 class periods (90-min. each) or 14 class periods (45-min. each)</p> <p><i>Enrichment Opportunities</i> Mar. 14-16</p> <p><i>Spring Break</i> Mar. 14-18</p> <p><i>Chávez-Huerta Day</i> Mar. 28</p> <p><i>Spring Holiday</i> Apr. 15</p>	<p><b>Part 1: The Mexican American Civil Rights Movement (7 Lessons)</b></p> <p><b>MAS.1</b> The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.</p> <p><b>MAS.4A</b> Explain the significance of the following events as turning points relevant to Mexican American history: U.S. entry into World War II, Bracero Program, Longoria Affair, Operation Wetback, Hernández v. Texas, Brown v. Board of Education, <b>Civil Rights Act of 1964, Voting Rights Act of 1965, Farmworkers strike and boycott, and establishment of La Raza Unida party.</b></p> <p><b>MAS.4B</b> Identify the contributions of significant individuals from the civil rights era such as <b>César Chávez, Dolores Huerta, Reis López Tijerina, José Ángel Gutiérrez, Rubén Salazar</b>, Emma Tenayuca, Rodolfo “Corky” Gonzales, Marcario García, Hector P. García, <b>Raul “Roy” Perez Benavidez, Martha P. Cotera</b>, Jovita Idár, Jovita González de Mireles, Sara Estela Ramirez, Leonor Villegas de Magnon, Adela Sloss Vento, María L. de Hernández, and Alicia “Alice” Dickerson Montemayor.</p> <p><b>MAS.7C</b> Explain the struggle to create a farmworkers union and the union’s efforts to fight for better wages.</p> <p><b>MAS.7D</b> Analyze the economic contributions of the Mexican American labor force.</p> <p><b>MAS.7E</b> Analyze the purchasing power of the Mexican American population as it relates to U.S. household consumption and gross domestic product (GDP).</p> <p><b>MAS.8A</b> Describe how Mexican Americans have participated in supporting and changing government.</p> <p><b>MAS.8B</b> Analyze the impact of <i>Salvatierra v. Del Rio Independent School District (ISD)</i>, <i>Delgado v. Bastrop ISD</i>, and <i>Hernández v. Texas</i> on Mexican American sand the end of the biracial paradigm.</p> <p><b>MAS.8C</b> Analyze the Mexican American struggle for civil rights as manifested in the Chicano movement.</p> <p><b>MAS.8E</b> Analyze the significance of U.S. Supreme Court decisions in <i>Miranda v. Arizona</i>, <i>San Antonio ISD v. Rodríguez</i>, and <i>Plyer v. Doe</i>.</p> <p><b>MAS.8F</b> Discuss the role of various organizations such as the American G.I. Forum, the League of United Latin American Citizens (LULAC), The Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR) that have participated in the Mexican American struggle for political power.</p> <p><b>MAS.9A</b> Describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States.</p> <p><b>MAS.9B</b> Discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups.</p> <p><b>MAS.9C</b> Discuss ways individuals contribute to the national identity as members of diverse cultural groups.</p>

Cycle 5	33 Days Feb. 28 - Apr. 22, 2022	<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><b>MAS.9D</b> Analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American.</p> <p><b>MAS.10A</b> Describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature.</p> <p><b>MAS.10B</b> Analyze the significance of selected works of Mexican American literature such as “I am Joaquín” (1967) by Rodolfo “Corky” Gonzales and “Pensamiento Serpentino” (1971) by Luis Valdez.</p> <p><b>MAS.10C</b> Describe the role of the artistic expression in mobilizing Mexican Americans and others toward civic participation and action such as the role of “Teatro Campesino” during the farmworker movement.</p> <p><b>MAS.10E</b> Identify the impact of Mexican American popular culture on the United States and the world over time.</p> <p><b>MAS.11B</b> Identify contributions to science and technology in the United States and the world made by Mexican Americans such as <b>Albert Baez, Martha E. Bernal, Ellen Ochoa, Linda Garcia Cubero, and Mario José Molina.</b></p> <p>Ⓢ<b>MAS12.A</b> Use social studies terminology correctly.</p> <p>Ⓢ<b>MAS12.B</b> Analyze diverse points of view related to contemporary Mexican American issues.</p> <p>Ⓢ<b>MAS12.D</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>Unit 10: Change over Time: Evolving Identity, Roles, and Legislation 1975-2000</b></p> <p>This unit will focus on continuities and changes for Mexican Americans in the late 20<sup>th</sup> century including the successes and limitations of the Civil Rights Movement, impact of changes to immigration legislation, and the evolving Mexican American identity.</p>	<p>7 class periods (90-min. each) or 14 class periods (45-min. each)</p>	<p><b>Part 1: Evolving Identity, Roles, and Legislation, 1975-2000 (7 Lessons)</b></p> <p><b>MAS.1</b> The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.</p> <p><b>MAS.5A</b> Explain the significance of the following events as turning points relevant to Mexican American history: the <b>Immigration Reform and Control Act, Illegal Immigration Reform and Immigration Responsibility Act;</b> and H.R. 4437 passed by the U.S. House of Representatives in 2006.</p> <p><b>MAS.5B</b> Identify the contributions of significant individuals such as <b>Raul Yzaguirre, William “Willie” Velásquez, Gloria Evangelina Anzaldúa, Henry Cisneros, Cherrie L. Moraga, and Bill Richardson.</b></p> <p><b>MAS.6F</b> Analyze the physical and human geographic factors related to contemporary Mexican migration and to Mexican American migration within the U.S.</p> <p><b>MAS.7D</b> Analyze the economic contributions of the Mexican American labor force.</p> <p><b>MAS.7E</b> Analyze the purchasing power of the Mexican American population as it relates to U.S. household consumption and gross domestic product (GDP).</p> <p><b>MAS.7F</b> Discuss current issue related to the Mexican American labor force.</p>



<b>Cycle 5</b>	<b>33 Days</b>	<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>
	Feb. 28 - Apr. 22, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><b>MAS.8A</b> Describe how Mexican Americans have participated in supporting and changing government.</p> <p><b>MAS.8C</b> Analyze the Mexican American struggle for civil rights as manifested in the Chicano movement.</p> <p><b>MAS.8E</b> Analyze the significance of U.S. Supreme Court decisions in <i>Miranda v. Arizona</i>, <i>San Antonio ISD v. Rodríguez</i>, and <i>Plyer v. Doe</i>.</p> <p><b>MAS.8F</b> Discuss the role of various organizations such as the American G.I. Forum, <b>the League of United Latin American Citizens (LULAC)</b>, <b>The Mexican American Legal Defense and Educational Fund (MALDEF)</b>, <b>the National Association of Latino Elected and Appointed Officials (NALEO)</b>, and <b>the National Council of La Raza (NCLR)</b> that have participated in the Mexican American struggle for political power.</p> <p><b>MAS.9A</b> Describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States.</p> <p><b>MAS.9B</b> Discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups.</p> <p><b>MAS.9C</b> Discuss ways individuals contribute to the national identity as members of diverse cultural groups.</p> <p><b>MAS.9D</b> Analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American.</p> <p><b>MAS.10A</b> Describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature.</p> <p><b>MAS.10D</b> Identify the contributions of women such as Sandra Cisneros and Norma Alarcón.</p> <p><b>MAS.10E</b> Identify the impact of Mexican American popular culture on the United States and the world over time.</p> <p><b>MAS.11B</b> Identify contributions to science and technology in the United States and the world made by Mexican Americans such as Albert Baez, Martha E. Bernal, <b>Ellen Ochoa</b>, <b>Linda Garcia Cubero</b>, and <b>Mario José Molina</b>.</p> <p>Ⓢ<b>MAS12.A</b> Use social studies terminology correctly.</p> <p>Ⓢ<b>MAS12.B</b> Analyze diverse points of view related to contemporary Mexican American issues.</p> <p>Ⓢ<b>MAS12.D</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>



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. 25 - June 7, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 11: Towards the Future: Mexican Americans in the 21<sup>st</sup> Century</b> This unit will discuss changes faced by Mexican Americans in the 21<sup>st</sup> century in connection to the past. It will highlight the diversity of the Mexican American community and highlight both challenges and triumphs in the time period.</p>	<p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p> <p><i>Memorial Day May 30</i></p> <p><i>Teacher Prep Day (no students) June 8</i></p>	<p><b>Part 1: Towards the Future: Mexican Americans in the 21<sup>st</sup> Century (5 Lessons)</b></p> <p><b>MAS.1</b> The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.</p> <p><b>MAS.5A</b> Explain the significance of the following events as turning points relevant to Mexican American history: the Immigration Reform and Control Act, Illegal Immigration Reform and Immigration Responsibility Act; and <b>H.R. 4437 passed by the U.S. House of Representatives in 2006.</b></p> <p><b>MAS.5B</b> Identify the contributions of significant individuals such as Raul Yzaguirre, William “Willie” Velásquez, Gloria Evangelina Anzaldúa, Henry Cisneros, <b>Cherrie L. Moraga</b>, and <b>Bill Richardson.</b></p> <p><b>MAS.6F</b> Analyze the physical and human geographic factors related to contemporary Mexican migration to and Mexican American migration within the United States.</p> <p><b>MAS.7D</b> Analyze the economic contributions of the Mexican American labor force.</p> <p><b>MAS.7E</b> Analyze the purchasing power of the Mexican American population as it relates to U.S. household consumption and gross domestic product (GDP).</p> <p><b>MAS.7F</b> Discuss current issue related to the Mexican American labor force.</p> <p><b>MAS.8A</b> Describe how Mexican Americans have participated in supporting and changing government.</p> <p><b>MAS.8F</b> Discuss the role of various organizations such as the American G.I. Forum, <b>the League of United Latin American Citizens (LULAC), The Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR)</b> that have participated in the Mexican American struggle for political power.</p> <p><b>MAS.9A</b> Describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States.</p> <p><b>MAS.9B</b> Discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups.</p> <p><b>MAS.9C</b> Discuss ways individuals contribute to the national identity as members of diverse cultural groups.</p> <p><b>MAS.9D</b> Analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American.</p>

Cycle 6	31 Days Apr. 25 - June 7, 2022	<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><b>MAS.10D</b> Identify the contributions of women such as Sandra Cisneros and Norma Alarcón.</p> <p><b>MAS.10E</b> Identify the impact of Mexican American popular culture on the United States and the world over time.</p> <p><b>MAS.11B</b> Identify contributions to science and technology in the United States and the world made by Mexican Americans such as Albert Baez, Martha E. Bernal, <b>Ellen Ochoa</b>, <b>Linda Garcia Cubero</b>, and <b>Mario José Molina</b>.</p>
<p><b>Unit 12: Connecting Past to Present-Critical Action Research</b> In this unit, students will select a topic that impacts their community, connect it to their year of study, and develop an action-based research project that they will present to their classmates.</p>	<p>6 class periods (90-min. each) or 12 class periods (45-min. each)</p>	<p><b>Part 1: Critical Action Research (6 Class Periods)</b></p> <p><b>MAS.1</b> The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.</p> <p>Ⓜ<b>MAS12.A</b> Use social studies terminology correctly.</p> <p>Ⓜ<b>MAS12.B</b> Analyze diverse points of view related to contemporary Mexican American issues.</p> <p>Ⓜ<b>MAS.12C</b> Create a written and/or oral presentation on a contemporary issue or topic relevant to Mexican Americans using critical methods of inquiry.</p> <p>Ⓜ<b>MAS12.D</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>