

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:
Unit 1: Pre-classical Civilizations This two-part unit uses the conceptual lens of Economic, Social/Cultural, Political and eNvironmental [ESPN] to examine the development of early river valley civilizations in all parts of the world. There is an emphasis on the impact of physical and human geographic characteristics and patterns such as population distributions, settlement patterns, and influence of natural barriers on the development of urbanized societies.	5 class periods (90-min. each) or 10 class periods (45-min. each)	<p>Part 1: Debates on Civilization</p> <p>☉ WHS.2B Identify the characteristics of civilization.</p> <p>☉ WHS.28A Identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence.</p> <p>☉ WHS.28B Explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events.</p> <p>☉ WHS.30A Use social studies terminology correctly.</p> <p>☉ WHS.30B Use effective written communication skills, including proper citations and avoiding plagiarism.</p> <hr/> <p>Part 2: Revolutions in Agriculture: Early River Valley Civilizations</p> <p>☉ WHS.1A Identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations.</p> <p>☉ WHS.2A Summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations.</p> <p>☉ WHS.2C Explain how major river valley civilizations influenced the development of the classical civilizations.</p> <p>☉ WHS.15B Analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals.</p> <p>☉ WHS.15C Interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.</p> <p>☉ WHS.16A Identify important changes in human life caused by the Neolithic Revolution.</p> <p>☉ WHS.18A Identify the characteristics of monarchies and theocracies as forms of government in early civilizations.</p> <p>☉ WHS.19B Identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen.</p> <p>☉ WHS.26A Identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, the Islamic caliphates between 700 and 1200, and China from the Tang to Ming dynasties.</p> <p>☉ WHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>☉ WHS.29B Analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.</p> <p>☉ WHS.30A Use social studies terminology correctly.</p>
	<p><i>Teachers Report to Work</i> Aug. 8</p> <p><i>Teacher Service Days</i> Aug. 8-12, Aug. 16-19</p> <p><i>Teacher Prep Day</i> (no students) Aug. 15</p> <p><i>Labor Day</i> Sept. 5</p>	

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:
Unit 2: Classical Civilizations This two-part unit includes a broad-based examination of the concept of empire and how urbanized societies in all parts of the world developed systems that led to the rise of and decline of vast geographical empires.	6 class periods (90-min. each) or 12 class periods (45-min. each)	Part 1: Eastern Empire Builders ©WHS.1B Identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions. ®WHS.3A Describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome. © WHS.19B Identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen. ©WHS.22A Describe the historical origins and central ideas in the development of monotheism. ®WHS.22B Describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism. ©WHS.24A Summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India. ®WHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time. ®WHS.29A Create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation. ®WHS.30A Use social studies terminology correctly.

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>Part 2: Western Empire Builders</p> <p>ⓄWHS.1B Identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions.</p> <p>ⓄWHS.3A Describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome.</p> <p>ⓄWHS.3B Explain the impact of the fall of Rome on Western Europe.</p> <p>ⓄWHS.3C Compare the factors that led to the collapse of Rome and Han. China</p> <p>ⓄWHS.18B Identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.</p> <p>ⓄWHS.19A Explain the development of democratic-republican government from its beginnings in Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution.</p> <p>ⓄWHS.21B Identify the origins of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" from sources including the Judeo-Christian legal tradition and in Greece and Rome.</p> <p>ⓄWHS.24B Summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome.</p> <p>ⓄWHS.26A Identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, the Islamic caliphates between 700 and 1200, and China from the Tang to Ming dynasties.</p> <p>ⓄWHS.26E Identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.</p> <p>ⓄWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓄWHS.29A Create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation.</p> <p>ⓄWHS.30A Use social studies terminology correctly.</p> <p>ⓄWHS.30B Use effective written communication skills, including proper citations and avoiding plagiarism.</p> <p>ⓄWHS.30C Interpret and create written, oral, and visual presentations of social studies information.</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: Emerging Societies Using the concept of change over time, this two-part unit explores emerging societies in Western Europe and the Islamic World.	4 class periods (90-min. each) or 8 class periods (45-min. each)	<p>Part 1: Feudal Europe: Feudalism, Manorialism, and the Roman Catholic Church</p> <p>☉WHS.1C identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia.</p> <p>☉WHS.4A Explain the development of Roman Catholicism and Eastern Orthodoxy as social and political factors in medieval Europe and the Byzantine Empire.</p> <p>☉WHS.4B Describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism.</p> <p>☉WHS.22C Identify examples of religious influence on various events referenced in the major eras of world history.</p> <p>☉WHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>☉WHS.30A Use social studies terminology correctly.</p> <p>☉WHS.30C Interpret and create written, oral, and visual presentations of social studies information.</p> <hr/> <p>Part 2: The Islamic World: The Genesis and Spread of Islam</p> <p>☉WHS.1C identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia.</p> <p>☉WHS.4C Explain the political, economic, and social impact of Islam on Europe, Asia, and Africa.</p> <p>☉WHS.4E Describe the interactions between Muslim and Hindu societies in South Asia.</p> <p>☉WHS.22B Describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism.</p> <p>☉WHS.22C Identify examples of religious influence on various events referenced in the major eras of world history.</p> <p>☉WHS.24D Explain how geopolitical and religious influences have impacted law and government in the Muslim world.</p> <p>☉WHS.26A Identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, the Islamic caliphates between 700 and 1200, and China from the Tang to Ming dynasties.</p>
	<i>Teacher Service Day (no students)</i> Oct. 4 <i>Fall Holiday</i> Oct. 5	

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:
		<p>ⓈWHS.29A Create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation.</p> <p>ⓈWHS.29B Analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.</p> <p>ⓈWHS.28C Analyze primary and secondary sources to determine frame of reference, historical context, and point of view.</p> <p>ⓈWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓈWHS.30A Use social studies terminology correctly.</p>
<p>Unit 4: Conflict and Interaction This four-part unit explores the development of advanced societies and how those societies in both Asia and Europe interacted. Economic, social/cultural, and political differences often led to conflict between and among societal groups and empires. With large-scale empires, long-distance trade increased and land/water routes linked regions and led to cultural exchange.</p>	<p>6 class periods (90-min. each) or 12 class periods (45-min. each)</p>	<p>Part 1: The Byzantine Empire and the Calamitous 14th Century</p> <p>ⓈWHS.4A Explain the development of Roman Catholicism and Eastern Orthodoxy as social and political factors in medieval Europe and the Byzantine Empire.</p> <p>ⓈWHS.4F Explain how the Crusades, the Black Death, and the Hundred Years' War contributed to the end of medieval Europe.</p> <p>ⓈWHS.19B Identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen.</p> <p>ⓈWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓈWHS.29A Create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation.</p> <p>ⓈWHS.30A Use social studies terminology correctly.</p> <p>ⓈWHS.30B Use effective written communication skills, including proper citations and avoiding plagiarism.</p> <p>ⓈWHS.30C Interpret and create written, oral, and visual presentations of social studies information.</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:
		<p>Part 2: Chinese Innovations: From the Tang to the Ming Dynasties</p> <p>ⓂWHS.4G Summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia.</p> <p>ⓂWHS.26A Identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, the Islamic caliphates between 700 and 1200, and China from the Tang to Ming dynasties.</p> <p>ⓂWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓂWHS.30A Use social studies terminology correctly.</p> <hr/> <p>Part 3: The Mongol Empire and Impact on the Asian World</p> <p>ⓂWHS.1C Identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia.</p> <p>ⓂWHS.4J Summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.</p> <p>ⓂWHS.28C Analyze primary and secondary sources to determine frame of reference, historical context, and point of view.</p> <p>ⓂWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓂWHS.30A Use social studies terminology correctly.</p> <hr/> <p>Part 4: Trans-regional Interactions/Trade</p> <p>ⓂWHS.4D Describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa.</p> <p>ⓂWHS.4I Analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade.</p> <p>ⓂWHS.15B Analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals.</p> <p>ⓂWHS.29A Create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation.</p> <p>ⓂWHS.29B Analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.</p> <p>ⓂWHS.30A Use social studies terminology correctly.</p>

Cycle 3	28 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. 7 - Dec. 21, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 5: Hemispheres Collide This three-part unit uses the conceptual lens of cultural diffusion to examine the impact of the clash and blending of cultures between the eastern and western hemispheres made possible by transoceanic voyaging during the European Age of Exploration.	6 class periods (90-min. each) or 12 class periods (45-min. each) <i>Thanksgiving Break</i> <i>Nov. 21-25</i> <i>Winter Break (students)</i> <i>Dec. 22 - Jan. 6</i> <i>Winter Break (students)</i> <i>Dec. 22 - Jan. 4</i>	<p>Part 1: The Americas Before Columbus: Maya, Aztec, and Inca</p> <p>ⓂWHS.6A Compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development.</p> <p>ⓂWHS.26B Summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations.</p> <p>ⓂWHS.28C Analyze primary and secondary sources to determine frame of reference, historical context, and point of view.</p> <p>ⓂWHS.28A Identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence.</p> <p>ⓂWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓂWHS.30A Use social studies terminology correctly.</p> <hr/> <p>Part 2: European Conquest and Exploration of the Americas: Columbian Exchange and Slave Trade</p> <p>ⓂWHS.1D Identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation.</p> <p>ⓂWHS.6B Explain how the Inca and Aztec empires were impacted by European exploration/colonization.</p> <p>ⓂWHS.7A Analyze the causes of European expansion from 1450 to 1750.</p> <p>ⓂWHS.7B Explain the impact of the Columbian Exchange.</p> <p>ⓂWHS.22C Identify examples of religious influence on various events referenced in the major eras of world history.</p> <p>ⓂWHS.28C Analyze primary and secondary sources to determine frame of reference, historical context, and point of view.</p> <p>ⓂWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓂWHS.30A Use social studies terminology correctly.</p>

Cycle 3	28 Days	<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>
	Nov. 7 - Dec. 21, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>Part 3: Global Trade Patterns around 1500</p> <p>ⓈWHS.1D Identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation.</p> <p>ⓈWHS.4H Explain the evolution and expansion of the slave trade.</p> <p>ⓈWHS.7C Explain the impact of the Atlantic slave trade on West Africa and the Americas.</p> <p>ⓈWHS.7D Explain the impact of the Ottoman Empire on Eastern Europe and global trade.</p> <p>ⓈWHS.7E Explain Ming China's impact on global trade</p> <p>ⓈWHS.7F Explain new economic factors and principles of Europe's Commercial Revolution.</p> <p>ⓈWHS.20C Identify examples of key persons who were successful in shifting political thought, including William Wilberforce.</p> <p>ⓈWHS.28C Analyze primary and secondary sources to determine frame of reference, historical context, and point of view.</p> <p>ⓈWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓈWHS.29A Create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation.</p> <p>ⓈWHS.29B Analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.</p> <p>ⓈWHS.30A Use social studies terminology correctly.</p>

Cycle 3	28 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. 7 - Dec. 21, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 6: The Rise of Western Intellectual Thought</p> <p>This two-part unit examines two critical turning points in western European history – the European Renaissance and the Protestant Reformation. These critical events have shaped thought, art, and western religion from the 15th century to the present.</p>	<p>3 class periods (90-min. each) or 6 class periods (45-min. each)</p>	<p>Part 1: Renaissance in Europe</p> <p>ⓈWHS.1D Identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation.</p> <p>ⓈWHS.5A Explain the political, intellectual, artistic, economic, and religious impact of the Renaissance.</p> <p>ⓈWHS.24C Explain how the relationship between Christianity and Humanism that began with the Renaissance influenced subsequent political developments.</p> <p>ⓈWHS.25A Analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced.</p> <p>ⓈWHS.25B Describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.</p> <p>ⓈWHS.26C Explain the impact of the printing press on the Renaissance and the Reformation in Europe.</p> <p>ⓈWHS.28C Analyze primary and secondary sources to determine frame of reference, historical context, and point of view.</p> <p>ⓈWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓈWHS.28F Construct a thesis on a social studies issue or event supported by evidence.</p> <p>ⓈWHS.30A Use social studies terminology correctly.</p> <hr/> <p>Part 2: Protestant Reformation</p> <p>ⓈWHS.1D Identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire; the influence of the Ming dynasty on world trade; European exploration and the Columbian Exchange; European expansion; and the Renaissance and the Reformation.</p> <p>ⓈWHS.5B Explain the political, intellectual, artistic, economic, and religious impact of the Reformation.</p> <p>ⓈWHS.26C Explain the impact of the printing press on the Renaissance and the Reformation in Europe.</p> <p>ⓈWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓈWHS.30A Use social studies terminology correctly.</p>

Cycle 4	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.
	Jan. 9 - Feb. 24, 2023	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 7: Comparative Revolutions This two-part unit examines the impact of Scientific Revolution and Enlightenment revolutionary thought and how these revolutions in thought influenced the wave of political revolutions that began in the 18th century in both the Americas and in Europe.</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>Part 1: Scientific Revolution and Enlightenment</p> <p>ⓈWHS.1E Identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions.</p> <p>ⓈWHS.19A Explain the development of democratic-republican government from its beginnings in Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution.</p> <p>ⓈWHS.19B Identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen.</p> <p>ⓈWHS.19C Explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, and William Blackstone.</p> <p>ⓈWHS.26D Describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide.</p> <p>ⓈWHS.26E Identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.</p> <p>ⓈWHS.28C Analyze primary and secondary sources to determine frame of reference, historical context, and point of view.</p> <p>ⓈWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓈWHS.30A Use social studies terminology correctly.</p> <p>ⓈWHS.30C Interpret and create written, oral, and visual presentations of social studies information.</p> <hr/> <p>Part 2: The American and French Revolutions in Context</p> <p>ⓈWHS.9A Compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment.</p> <p>ⓈWHS.9B Explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America.</p> <p>ⓈWHS.9C Trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar.</p> <p>ⓈWHS.9D Identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.</p> <p>ⓈWHS.19B Identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the</p>

Cycle 4	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.
	Jan. 9 - Feb. 24, 2023	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen.</p> <p>PS WHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>PS WHS.28F Construct a thesis on a social studies issue or event supported by evidence.</p> <p>PS WHS.30A Use social studies terminology correctly.</p> <p>PS WHS.31A 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>
<p>Unit 8: Western Industrialization and Empire This four-part unit uses the concept of ESPN change brought on by the Industrial Revolution to frame the economic and technological revolutions of this era. It also addresses the rise of nationalism and imperialism that resulted from the increased economic / industrial power available to many European nations</p>	<p>6 class periods (90-min. each) or 12 class periods (45-min. each)</p>	<p>Part 1: Adam Smith and the Rise of Free Enterprise</p> <p>CS WHS.8D Explain the effects of free enterprise in the Industrial Revolution.</p> <p>CS WHS.16B Summarize the role of economics in driving political changes as related to the Industrial Revolution.</p> <p>CS WHS.17A Identify the historical origins and characteristics of the free enterprise system, including the influence of Adam Smith.</p> <p>PS WHS.28C Analyze primary and secondary sources to determine frame of reference, historical context, and point of view.</p> <p>PS WHS.28D Evaluate the validity of a source based on bias, corroboration with other sources, and information about the author.</p> <p>PS WHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>PS WHS.30A Use social studies terminology correctly.</p> <hr/> <p>Part 2: The Emergence of Industrialization</p> <p>CS WHS.1E Identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems. European imperialism, and the Enlightenment's impact on political revolutions.</p> <p>CS WHS.15A Locate places and regions of historical significance directly related to major eras and turning points in world history.</p> <p>CS WHS.27A Explain the role of textile manufacturing, steam technology, development of the factory system, and transportation technology in the Industrial Revolution.</p> <p>CS WHS.27E Identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.</p> <p>PS WHS.28C Analyze primary and secondary sources to determine frame of reference, historical context, and point of view.</p>

Cycle 4	33 Days Jan. 9 - Feb. 24, 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>ⓈWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓈWHS.30A Use social studies terminology correctly.</p> <hr/> <p>Part 3: ESP Effects of Industrialization</p> <p>ⓈWHS.8A Explain how the Industrial Revolution led to political, economic, and social changes in Europe.</p> <p>ⓈWHS.17A Identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution.</p> <p>ⓈWHS.29C Explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view.</p> <p>WHS.29G Construct a thesis on a social studies issue or event supported by evidence.</p> <p>ⓈWHS.30A Use social studies terminology correctly.</p> <hr/> <p>Part 4: Imperialism</p> <p>ⓈWHS.1E Identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions.</p> <p>ⓈWHS.8B Identify the major political, economic, and social motivations that influenced European imperialism.</p> <p>ⓈWHS.8C Explain the major characteristics and impact of European imperialism.</p> <p>ⓈWHS.15B Analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals.</p> <p>ⓈWHS.27B Explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism.</p> <p>ⓈWHS.28C Analyze primary and secondary sources to determine frame of reference, historical context, and point of view.</p> <p>ⓈWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓈWHS.30A Use social studies terminology correctly.</p> <p>ⓈWHS.30B Use effective written communication skills, including proper citations and avoiding plagiarism.</p> <p>ⓈWHS.30C Interpret and create written, oral, and visual presentations of social studies information.</p>

Cycle 5	28 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. 27 - Apr. 14, 2023	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 9: The World at War This three-part unit uses the conceptual lens of historical turning points and individuals to examine the causes and effects of WWI; the rise of Bolshevism; post-war worldwide depression; and the rise of Fascism which eventually led to the outbreak and the major events of World War II.	6 class periods (90-min. each) or 12 class periods (45-min. each) <i>Spring Break</i> Mar. 13-17 <i>Chávez-Huerta Day</i> Mar. 31 <i>Spring Holiday</i> Apr. 7	Part 1: World War I: ◎WHS.1F Identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization. ◎WHS.10A Identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I. ◎WHS.10B Identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates. ◎WHS.10C Explain the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system. ◎WHS.15A Locate places and regions of historical significance directly related to major eras and turning points in world history. ◎WHS.27C Explain the effects of major new military technologies on World War I, World War II, and the Cold War. ⓈWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time. ⓈWHS.29A Create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation. ⓈWHS.30A Use social studies terminology correctly. ⓈWHS.30C Interpret and create written, oral, and visual presentations of social studies information.
		Part 2: Russian [Bolshevik] Revolution ◎WHS.1F Identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization. ◎WHS.10D Identify the causes of the February (March) and October (November) revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics. ◎WHS.15A Locate places and regions of historical significance directly related to major eras and turning points in world history. ◎WHS.17B Identify the historical origins and characteristics of communism, including the influence of Karl Marx. ◎WHS.17C Identify the historical origins and characteristics of socialism. ⓈWHS.28C Analyze primary and secondary sources to determine frame of reference, historical context, and point of view.

Cycle 5	28 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. 27 - Apr. 14, 2023	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>ⓈWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓈWHS.30A Use social studies terminology correctly.</p> <hr/> <p><u>Part 3: Period Between the Wars: Totalitarianism and the Great Depression</u></p> <p>ⓈWHS.11A Summarize the international, political, and economic causes of the global depression.</p> <p>ⓈWHS.11B Explain the responses of governments to the global depression such as in the United States, Germany, Great Britain, and France.</p> <p>ⓈWHS.12A Describe the emergence and characteristics of totalitarianism.</p> <p>ⓈWHS.12B Explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II.</p> <p>ⓈWHS.17D Identify the historical origins and characteristics of fascism.</p> <p>ⓈWHS.19D Explain the significance of the League of Nations and the United Nations.</p> <p>ⓈWHS.27E Identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.</p> <p>ⓈWHS.28C Analyze primary and secondary sources to determine frame of reference, historical context, and point of view.</p> <p>ⓈWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓈWHS.30A Use social studies terminology correctly.</p>

Cycle 5	28 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. 27 - Apr. 14, 2023	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 10: World War II and the Cold War</p> <p>This two-part unit begins with the significant events and individuals of World War II and then uses the conceptual lens of balance of power to analyze cold war ideologies and the impact of change over time in East/West relationships.</p>	<p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p>	<p>Part 1: World War II</p> <p>ⓈWHS.12B Explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II.</p> <p>ⓈWHS.12C Explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.</p> <p>ⓈWHS.15A Locate places and regions of historical significance directly related to major eras and turning points in world history.</p> <p>ⓈWHS.19D Explain the significance of the League of Nations and the United Nations.</p> <p>ⓈWHS.21D Identify examples of genocide, including the Holocaust and genocide in Armenia, the Balkans, Rwanda, and Darfur.</p> <p>ⓈWHS.27C Explain the effects of major new military technologies on World War I, World War II, and the Cold War.</p> <p>ⓈWHS.27E Identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.</p> <p>ⓈWHS.28C Analyze primary and secondary sources to determine frame of reference, historical context, and point of view.</p> <p>ⓈWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓈWHS.29A Create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation.</p> <p>ⓈWHS.30A Use social studies terminology correctly.</p> <p>ⓈWHS.30B Use effective written communication skills, including proper citations and avoiding plagiarism.</p> <p>ⓈWHS.30C Interpret and create written, oral, and visual presentations of social studies information.</p> <p>WHS.31A 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> <p>WHS.30C Interpret and create written, oral, and visual presentations of social studies information.</p> <p>WHS.31A 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>

Cycle 5	28 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. 27 - Apr. 14, 2023	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>Part 2: The Cold War</p> <p>ⓈWHS.1F Identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.</p> <p>ⓈWHS.12C Explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.</p> <p>ⓈWHS.13A Summarize how the outcome of World War II contributed to the development of the Cold War.</p> <p>ⓈWHS.13B Summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise.</p> <p>ⓈWHS.13C Identify major events of the Cold War, including the Korean War, the Vietnam War, and the arms race.</p> <p>ⓈWHS.13D Explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union.</p> <p>ⓈWHS.17E Explain why communist command economies collapsed in competition with free market economies at the end of the 20th century.</p> <p>ⓈWHS.27C Explain the effects of major new military technologies on World War I, World War II, and the Cold War.</p> <p>ⓈWHS.28C Analyze primary and secondary sources to determine frame of reference, historical context, and point of view.</p> <p>ⓈWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓈWHS.30A 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: 20th and 21st Century Political and Social Issues</p> <p>This unit addresses social and political issues of the 20th and 21st centuries as students examine sources of conflict stemming from emerging nationalism and independence movements, social oppression, and terrorism. This unit also looks at examples of growing globalization and interdependence among nations.</p>	<p>6 class periods (90-min. each) or 12 class periods (45-min. each)</p> <p><i>Spring Holiday</i> Apr. 21</p> <p><i>Memorial Day</i> May 29</p> <p><i>Teacher Prep Day</i> (no students) June 1</p>	<p>Part 1: An Evolving World: Conflict and Cooperation</p> <p>ⓈWHS.1F Identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.</p> <p>ⓈWHS.13E Summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts.</p> <p>ⓈWHS.13F Discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations.</p> <p>ⓈWHS.14A Explain the impact of geopolitical influences on the development of radical Islamic terrorism.</p> <p>ⓈWHS.14B Explain the impact of radical Islamic terrorism on global events.</p> <p>ⓈWHS.14C Explain the U.S. response to the events surrounding September 11, 2001, and other acts of radical Islamic terrorism.</p> <p>ⓈWHS.15A Locate places and regions of historical significance directly related to major eras and turning points in world history.</p> <p>ⓈWHS.16C Describe the economic impact of globalization.</p> <p>ⓈWHS.21C Identify examples of politically motivated mass murders such as in Cambodia, China, Latin America, and the Soviet Union.</p> <p>ⓈWHS.21D Identify examples of genocide, including the Holocaust and genocide in Armenia, the Balkans, Rwanda, and Darfur.</p> <p>ⓈWHS.21E Identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square.</p> <p>ⓈWHS.28D Evaluate the validity of a source based on bias, corroboration with other sources, and information about the author.</p> <p>ⓈWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓈWHS.30A 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: Cross-chronological ESP Connections</p> <p>This four-part unit addresses various social/cultural connections that span multiple eras and societies. By using the lens of gender/age, artistic expression, and change over time, students can explore these concepts by highlighting the accomplishments of groups and individuals as well as examining the various political ideas and institutions and technological innovations that have led to significant ESP change in world history.</p>	<p>8 class periods (90-min. each) or 16 class periods (45-min. each)</p>	<p>Part 1: Comparative Gender and Age Roles [Social/Cultural Connections]</p> <p>ⓈWHS.23A Describe the changing roles of women, children, and families during major eras of world history.</p> <p>ⓈWHS.23B Describe the major influences of women during major eras of world history such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir.</p> <p>ⓈWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓈWHS.28F Construct a thesis on a social studies issue or event supported by evidence.</p> <p>ⓈWHS.30A Use social studies terminology correctly.</p> <hr/> <p>Part 2: Artistic Achievements Throughout the World [Social/Cultural Connections]</p> <p>ⓈWHS.25A analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced.</p> <p>ⓈWHS.25B Describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.</p> <p>ⓈWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓈWHS.30A Use social studies terminology correctly.</p> <p>ⓈWHS.30C Interpret and create written, oral, and visual presentations of social studies information.</p>

Cycle 6	31 Days Apr. 17 - May 31, 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>Part 3: Economic and Political Ideas and Institutions</p> <p>ⓄWHS19B Identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen.</p> <p>ⓄWHS.20A Describe how people have participated in supporting or changing their governments.</p> <p>ⓄWHS.20B Describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history.</p> <p>ⓄWHS.21A Summarize the development of the rule of law from ancient to modern times.</p> <p>ⓄWHS.21F Identify examples of American ideals that have advanced human rights and democratic ideas throughout the world.</p> <p>ⓄWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓄWHS.28F Construct a thesis on a social studies issue or event supported by evidence.</p> <p>ⓄWHS.30A Use social studies terminology correctly.</p> <p>ⓄWHS.30C Interpret and create written, oral, and visual presentations of social studies information.</p> <hr/> <p>Part 4: Innovation and Discovery</p> <p>ⓄWHS.26A Identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, the Islamic caliphates between 700 and 1200, and China from the Tang to Ming dynasties.</p> <p>ⓄWHS.26D Describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide.</p> <p>ⓄWHS.27D Explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society.</p> <p>ⓄWHS.28C Analyze primary and secondary sources to determine frame of reference, historical context, and point of view.</p> <p>ⓄWHS.28E Analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> <p>ⓄWHS.30B Use effective written communication skills, including proper citations and avoiding plagiarism.</p>