

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:
<b>Unit 1: The Thirteen Colonies</b> This four-part unit begins with an exploration of the importance of history. The remaining lessons focus on Jamestown and Plymouth, the first two English settlements in the Americas, and then uses the concepts of Economic, Social/Cultural, Political, and eNvironmental [ESPN] factors that are critical in examining continuing settlement patterns in the original thirteen English colonies.	7 class periods (90-min. each) or 14 class periods (45-min. each)	<p><b>Part 1: Why History Matters</b></p> <p>Ⓢ.8.1A Identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects.</p> <p>Ⓢ.8.29B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓢ.8.29C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>Ⓢ.8.29E Support a point of view on a social studies issue or event.</p> <p>Ⓢ.8.30A Use social studies terminology correctly.</p> <p>Ⓢ.8.30C Create written, oral, and visual presentations of social studies information.</p> <hr/> <p><b>Part 2: Early Settlements: Jamestown and Plymouth</b></p> <p>Ⓢ.8.2A Identify reasons for English, Spanish, and French exploration and colonization of North America.</p> <p>Ⓢ.8.2B Compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.</p> <p>Ⓢ.8.10C Analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States.</p> <p>Ⓢ.8.23A Identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration.</p> <p>Ⓢ.8.29A Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States.</p> <p>Ⓢ.8.29C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>Ⓢ.8.30A Use social studies terminology correctly.</p> <p>Ⓢ.8.30B Use effective written communication skills, including proper citations and avoiding plagiarism.</p> <hr/> <p><b>Part 3: Geography of the 13 Colonies</b></p> <p>Ⓢ.8.10B Compare places and regions of the United States in terms of physical and human characteristics.</p> <p>Ⓢ.8.11A Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States.</p> <p>Ⓢ.8.29C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>Ⓢ.8.29H Pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts.</p>
	<i>Enrichment Opportunities</i> Aug. 2-13	
	<i>Teachers Report to Work</i> Aug. 16	
<i>Teacher Service Days</i> Aug. 16-17, Aug. 19-20		
<i>Teacher Prep Day</i> (no students) Aug. 18		
<i>Labor Day</i> Sept. 6		
<i>Fall Holiday</i> Sept. 16		
<i>Teacher Service Day</i> (no students) Sept. 17		

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		<p>PS SS.8.30A Use social studies terminology correctly.</p> <hr/> <p><b>Part 4: Economic, Social, and Political [ESP] Aspects of the 13 Colonies</b></p> <p>SS.8.3A Explain the reasons for the growth of representative government and institutions during the colonial period.</p> <p>SS.8.3B Analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government.</p> <p>SS.8.3C Describe how religion and virtue contributed to the growth of representative government in the American colonies.</p> <p>SS.8.12A Identify economic differences among different regions of the United States</p> <p>SS.8.12B Explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery.</p> <p>SS.8.12C Analyze the causes and effects of economic differences among different regions of the United States at selected times.</p> <p>SS.8.15A Identify the influence of ideas from historic documents, including <b>the Magna Carta, the English Bill of Rights, the Mayflower Compact</b>, and the Federalist Papers on the U.S. system of government.</p> <p>SS.8.15E Explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America.</p> <p>SS.8.23A Identify racial, ethnic, and religious groups that settled in the united states and explain their reasons for immigration.</p> <p>SS.8.25B Describe religious influences on social movements, including the impact of <b>the first</b> and second Great Awakenings.</p> <p>SS.8.29B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>PS SS.8.30A Use social studies terminology correctly.</p>

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Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 2: Causes of the American Revolution</b> This two-part unit examines the concept of causation, conflict and leadership to analyze causes of the American Revolution including those individuals who assumed leadership in that conflict. Students will study the Declaration of Independence and identify the important ideas and the role of this document in the foundation of our country.	4 class periods (90-min. each) or 8 class periods (45-min. each)	<p><b>Part 1: <u>ESP Causes of the American Revolution</u></b></p> <p>Ⓢ <b>SS.8.4A</b> Analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War.</p> <p>Ⓢ <b>SS.8.4B</b> Explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.</p> <p>Ⓢ <b>SS.8.20B</b> Analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Thoreau's refusal to pay a tax.</p> <p>Ⓢ <b>SS.8.29B</b> Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓢ <b>SS.8.29D</b> Identify bias and points of view created by the historical context surrounding an event.</p> <p>Ⓢ <b>SS.8.30A</b> Use social studies terminology correctly.</p> <p>Ⓢ <b>SS.8.30B</b> Use effective written communication skills, including proper citations and avoiding plagiarism.</p> <hr/> <p><b>Part 2: <u>Beginning the Revolution</u></b></p> <p>Ⓢ <b>SS.8.1B</b> Explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861–1865, Civil War.</p> <p>Ⓢ <b>SS.8.4B</b> Explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.</p> <p>Ⓢ <b>SS.8.4C</b> Explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783.</p> <p>Ⓢ <b>SS.8.15C</b> Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.</p> <p>Ⓢ <b>SS.8.15E</b> Explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America.</p>

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	Aug. 23 - Oct. 1, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>ⓈSS.8.29B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>ⓈSS.8.30A Use social studies terminology correctly.</p>

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 American Revolution</b> In this two-part unit students examine how battles including Lexington/Concord, Saratoga, and Yorktown are turning points in the American Revolution and in history. The unit concludes with an examination of the short- and long-term effects of the United States fight for freedom against Britain.</p>	<p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p> <p><i>Teacher Service Day (no students) Oct. 4</i></p>	<p><b>Part 1: Fighting/Winning the War</b></p> <p>Ⓢ <b>SS.8.4B</b> Explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, <b>Benjamin Franklin</b>, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, <b>the Marquis de Lafayette</b>, Thomas Paine, and <b>George Washington</b>.</p> <p>Ⓢ <b>SS.8.4C</b> Explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, <b>Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783</b>.</p> <p>Ⓢ <b>SS.8.10A</b> Locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries.</p> <p>Ⓢ <b>SS.8.10C</b> Analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States.</p> <p>Ⓢ <b>SS.8.29B</b> Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓢ <b>SS.8.30A</b> Use social studies terminology correctly.</p> <p>Ⓢ <b>SS.8.30B</b> Use effective written communication skills, including proper citations and avoiding plagiarism.</p> <p>Ⓢ <b>SS.8.31A</b> 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> <hr/> <p><b>Part 2: The Results of Revolution</b></p> <p>Ⓢ <b>SS.8.4B</b> Explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.</p> <p>Ⓢ <b>SS.8.20A</b> Evaluate the contributions of the Founding Fathers as models of civic virtue.</p> <p>Ⓢ <b>SS.8.22B</b> Describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, <b>John Paul Jones</b>, Susan B. Anthony, and Elizabeth Cady Stanton.</p> <p>Ⓢ <b>SS.8.23D</b> Analyze the contributions of people of various racial, ethnic, and religious groups to our national identity.</p> <p>Ⓢ <b>SS.8.23E</b> Identify the political, social, and economic contributions of women to American society.</p>

Cycle 2	29 Days	
	Oct. 5 - Nov. 12, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>ⓈSS.8.29B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>ⓈSS.8.30A Use social studies terminology correctly.</p>
<p><b>Unit 4: Constitutional Convention</b> This two-part unit bridges the gap between the government during the American Revolution and the ratification of the Constitution and the Bill of Rights. Students focus on major events, significant individuals, and key ideas of the Constitution and the Bill of Rights, including debates between the Federalists and Anti-Federalists.</p>	<p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p>	<p><b>Part 1: The Constitutional Convention of 1787</b></p> <p>ⓈSS.8.4D Analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.</p> <p>ⓈSS.8.6A Explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States.</p> <p>ⓈSS.8.15B Summarize the strengths and weaknesses of the Articles of Confederation.</p> <p>ⓈSS.8.15C Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.</p> <p>ⓈSS.8.29B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>ⓈSS.8.29D Identify bias and points of view created by the historical context surrounding an event.</p> <p>ⓈSS.8.30A Use social studies terminology correctly.</p>
		<p><b>Part 2: Ratifying the Constitution</b></p> <p>ⓈSS.8.15A Identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the <b>Federalist Papers</b> on the U.S. system of government.</p> <p>ⓈSS.8.17A Analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason.</p> <p>ⓈSS.8.21A Identify different points of view of political parties and interest groups on important historical issues.</p> <p>ⓈSS.8.29A Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States.</p> <p>ⓈSS.8.30A Use social studies terminology correctly.</p> <p>ⓈSS.8.30B Use effective written communication skills, including proper citations and avoiding plagiarism.</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:
<b>Unit 5: The Constitution: Principles and Bill of Rights</b> In this three-part unit students study the U.S. Constitution and Bill of Rights to understand the structure and function of democracy in the United States. In this unit students also study constitutional principles, landmark cases and the processes of amendment and judicial review.	6 class periods (90-min. each) or 12 class periods (45-min. each)	<b>Part 1: Principles of Government</b> ⓈSS.8.15D Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights. ⓈSS.8.15E Explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America. ⓈSS.8.29B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. ⓈSS.8.30A Use social studies terminology correctly. ⓈSS.8.30C Create written, oral, and visual presentations of social studies information.
	<i>Thanksgiving Break</i> Nov. 22-26  <i>Enrichment Opportunities</i> Dec. 20-21  <i>Winter Break</i> Dec. 20-31	<b>Part 2: The Bill of Rights and You</b> ⓈSS.8.16A Summarize the purposes for amending the U.S. Constitution. ⓈSS.8.19A Define and give examples of unalienable rights. ⓈSS.8.19B Summarize rights guaranteed in the Bill of Rights. ⓈSS.8.19C Identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries. ⓈSS.8.21B Describe the importance of free speech and press in a constitutional republic. ⓈSS.8.25A Trace the development of religious freedom in the United States. ⓈSS.8.25C Analyze the impact of the First Amendment guarantees of religious freedom on the American way of life. ⓈSS.8.29B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. ⓈSS.8.30A Use social studies terminology correctly. ⓈSS.8.30B Use effective written communication skills, including proper citations and avoiding plagiarism.
	<i>MLK Jr. Day</i> Jan. 17  <i>Teacher Prep Day</i> (no students) Jan. 18	<b>Part 3: Interpreting the Constitution: Judicial Review</b> ⓈSS.8.18A Identify the origin of judicial review. ⓈSS.8.18B Summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden. ⓈSS.8.22A Analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln. ⓈSS.8.29D Identify bias and points of view created by the historical context surrounding an event.

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	Nov. 15, 2021 - Jan. 14, 2022	
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		<p>ⓈSS.8.30A Use social studies terminology correctly.</p>
<p><b>Unit 6: Domestic and Foreign Policies in the New Republic 1789-1820s</b></p> <p>In this three-part unit students examine the formative years of the United States concentrating on the period from 1789 to 1820. Students study the growing power of the federal government, the development of national political parties, and the emergence of the United States as a powerful force in foreign affairs.</p>	<p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p>	<p><b>Part 1: Young Nation – Domestic Issues</b></p> <p>ⓈSS.8.5A Describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system and setting up the court system.</p> <p>ⓈSS.8.5B Summarize arguments regarding protective tariffs, taxation, and the banking system.</p> <p>ⓈSS.8.22A Analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln.</p> <p>ⓈSS.8.29B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>ⓈSS.8.29D Identify bias and points of view created by the historical context surrounding an event.</p> <p>ⓈSS.8.30A Use social studies terminology correctly.</p> <hr/> <p><b>Part 2: Development of Political Parties</b></p> <p>ⓈSS.8.5C Explain the origin and development of American political parties.</p> <p>ⓈSS.8.5F Explain the impact of the election of Andrew Jackson, including expanded suffrage.</p> <p>ⓈSS.8.21A Identify different points of view of political parties and interest groups on important historical issues.</p> <p>ⓈSS.8.29B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>ⓈSS.8.30A Use social studies terminology correctly.</p> <hr/> <p><b>Part 3: Increasing Power in Foreign Affairs</b></p> <p>ⓈSS.8.5D Explain the causes, important events, and effects of the War of 1812.</p> <p>ⓈSS.8.5E Identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.</p> <p>ⓈSS.8.10A Locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries.</p> <p>ⓈSS.8.13A Analyze the economic effects of the War of 1812.</p> <p>ⓈSS.8.29B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p>

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Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>ⓈSS.8.30A Use social studies terminology correctly.</p> <p>ⓈSS.8.30B Use effective written communication skills, including proper citations and avoiding plagiarism.</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: The Young Nation Grows and Expands</b> This three-part unit examines the Young Nation period focusing on the concept of ESP causation [Economic, Social, and Political]. Students study the economic impact of the Industrial Revolution as inventions and inventors transformed production; the social/cultural significance of various reform movements and their leaders which contributed to significant societal change; and the westward expansion of the United States under the banner of the political idea of Manifest Destiny and American empire.</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: Westward Expansion/Manifest Destiny/Mexican War</b></p> <p>Ⓢ<b>SS.8.1B</b> Explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; <b>1803</b>, Louisiana Purchase; and 1861–1865, Civil War.</p> <p>Ⓢ<b>SS.8.5G</b> Analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.</p> <p>Ⓢ<b>SS.8.6B</b> Analyze the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny.</p> <p>Ⓢ<b>SS.8.6C</b> Explain the causes and effects of the U.S.-Mexican War and their impact on the United States.</p> <p>Ⓢ<b>SS.8.10A</b> Locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries.</p> <p>Ⓢ<b>SS.8.20B</b> Analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.</p> <p>Ⓢ<b>SS.8.29B</b> Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓢ<b>SS.8.29H</b> Pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts.</p> <p>Ⓢ<b>SS.8.30A</b> Use social studies terminology correctly.</p> <hr/> <p><b>Part 2: Reform Movements</b></p> <p>Ⓢ<b>SS.8.22B</b> Describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton.</p> <p>Ⓢ<b>SS.8.24A</b> Describe and evaluate the historical development of the abolitionist movement.</p> <p>Ⓢ<b>SS.8.24B</b> Evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled.</p> <p>Ⓢ<b>SS.8.25B</b> Describe religious influences on social movements, including the impact of the first and second Great Awakenings.</p> <p>Ⓢ<b>SS.8.29B</b> Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓢ<b>SS.8.30A</b> Use social studies terminology correctly.</p> <p>Ⓢ<b>SS.8.30B</b> Use effective written communication skills, including proper citations and avoiding plagiarism.</p>

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	Jan. 19 - Feb. 25, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><b>Part 3: Industrialization</b></p> <p>ⓈSS.8.11B Describe the positive and negative consequences of human modification of the physical environment of the United States.</p> <p>ⓈSS.8.13B Identify the economic factors that brought about rapid industrialization and urbanization.</p> <p>ⓈSS.8.14A Explain why a free enterprise system of economics developed in the new nation, including minimal government regulation, taxation, and property rights.</p> <p>ⓈSS.8.14B Describe the characteristics and the benefits of the U.S. free enterprise system during through 1877.</p> <p>ⓈSS.8.23A Identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration.</p> <p>ⓈSS.8.27A Explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts.</p> <p>ⓈSS.8.27B Analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally.</p> <p>ⓈSS.8.27C Analyze how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad.</p> <p>ⓈSS.8.28A Compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history.</p> <p>ⓈSS.8.28B Identify examples of how industrialization changed life in the United States.</p> <p>ⓈSS.8.29B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>ⓈSS.8.30A Use social studies terminology correctly.</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 8: The Road to War</b></p> <p>This two-part unit highlights the growing split between North and South in the decades prior to the outbreak of the American Civil War. It examines ESPN causation [Economic, Social, Political, and eNvironmental] and looks at how a <i>trigger event</i> such as the election of Lincoln or the firing on Fort Sumter can ignite a <i>powder keg</i> of conflict.</p>	<p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p>	<p><b>Part 1: Two Worlds: Antebellum North and South</b></p> <p>Ⓞ<b>SS.8.7B</b> Compare the effects of political, economic, and social factors on slaves and free blacks.</p> <p>Ⓞ<b>SS.8.7C</b> Analyze the impact of slavery on different sections of the United States.</p> <p>Ⓞ<b>SS.8.10B</b> Compare places and regions of the United States in terms of physical and human characteristics.</p> <p>Ⓞ<b>SS.8.12A</b> Identify economic differences among different regions of the United States.</p> <p>Ⓞ<b>SS.8.12C</b> Analyze the causes and effects of economic differences among different regions of the United States.</p> <p>Ⓞ<b>SS.8.23B</b> Explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs.</p> <p>Ⓞ<b>SS.8.29B</b> Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓞ<b>SS.8.30A</b> Use social studies terminology correctly.</p> <hr/> <p><b>Part 2: The ESP Causes of War/War Begins</b></p> <p>Ⓞ<b>SS.8.7A</b> Analyze the impact of tariff policies on sections of the United States before the Civil War.</p> <p>Ⓞ<b>SS.8.7D</b> Identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams.</p> <p>Ⓞ<b>SS.8.8B</b> Explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War.</p> <p>Ⓞ<b>SS.8.8C</b> Explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln.</p> <p>Ⓞ<b>SS.8.17B</b> Explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.</p> <p>Ⓞ<b>SS.8.18C</b> Evaluate the impact of landmark Supreme Court decisions, including Dred Scott v. Sandford, on life in the United States.</p> <p>Ⓞ<b>SS.8.21A</b> Identify different points of view of political parties and interest groups on important historical issues.</p> <p>Ⓞ<b>SS.8.21C</b> Summarize historical events in which compromise resulted in a resolution such as the Missouri Compromise, the Compromise of 1850, and Kansas-Nebraska Act.</p> <p>Ⓞ<b>SS.8.29B</b> Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓞ<b>SS.8.29C</b> Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p>

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	Jan. 19 - Feb. 25, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>PS SS.8.29D Identify bias and points of view created by the historical context surrounding an event.</p> <p>PS SS.8.30A Use social studies terminology correctly.</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: The Civil War &amp; Reconstruction</b></p> <p>This three-part unit uses the concept of conflict to examine significant individuals and turning point events in the American Civil War, including an emphasis on the ideas and leadership of Abraham Lincoln and their impact on the period. In addition, this unit addresses the concept of <i>ESP</i> change necessary for Reconstruction including passage of the 13th, 14th, and 15th amendments.</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: Civil War Leadership</b></p> <p>Ⓢ.8.8A Explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as Congressional Medal of Honor recipients William Carney and Philip Bazaar.</p> <p>Ⓢ.8.8D Analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.</p> <p>Ⓢ.8.22A Analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln.</p> <p>Ⓢ.8.29A Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States.</p> <p>Ⓢ.8.29B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓢ.8.29F Evaluate the validity of a source based on corroboration with other sources and information about the author.</p> <p>Ⓢ.8.30A Use social studies terminology correctly.</p> <hr/> <p><b>Part 2: Turning Points in the Civil War</b></p> <p>Ⓢ.8.8C Explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln.</p> <p>Ⓢ.8.10A Locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries.</p> <p>Ⓢ.8.29A Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States.</p> <p>Ⓢ.8.29B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓢ.8.30A Use social studies terminology correctly.</p> <p>Ⓢ.8.30D Create written, oral, and visual presentations of social studies information.</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.
Unit	# Class Periods	
		<p><b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b>  <b>The student will:</b></p> <p><b>Part 3: Economic, Social, and Political Effects of War</b></p> <p>ⓈSS.8.9A Evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments.</p> <p>ⓈSS.8.9B Explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels.</p> <p>ⓈSS.8.9C Explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups.</p> <p>ⓈSS.8.16B Describe the impact of the 13th, 14th, and 15th amendments.</p> <p>ⓈSS.8.29B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>ⓈSS.8.30A Use social studies terminology correctly.</p> <p>ⓈSS.8.30B Use effective written communication skills, including proper citations and avoiding plagiarism.</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:
<b>Unit 10: Social/Cultural Frontiers</b> This two-part unit allows students to examine the new “frontiers” in American art and expression. It also explores cultural frontiers including issues related to immigration and citizenship.	4 class periods (90-min. each) or 8 class periods (45-min. each)	<p><b>Part 1: Artistic Frontiers</b></p> <p>Ⓢ <b>SS.8.20B</b> Analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Thoreau's refusal to pay a tax.</p> <p>Ⓢ <b>SS.8.26A</b> Identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists, the “Battle Hymn of the Republic,” and transcendental literature.</p> <p>Ⓢ <b>SS.8.26B</b> Analyze the relationship between fine arts and continuity and change in the American way of life.</p> <p>Ⓢ <b>SS.8.29B</b> Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓢ <b>SS.8.30A</b> Use social studies terminology correctly.</p> <p>Ⓢ <b>SS.8.31A</b> 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> <hr/> <p><b>Part 2: Cultural Frontiers</b></p> <p>Ⓢ <b>SS.8.16B</b> Describe the impact of the 13th, 14th, and 15th amendments.</p> <p>Ⓢ <b>SS.8.23C</b> Identify ways conflicts between people from various racial, ethnic, and religious groups were addressed.</p> <p>Ⓢ <b>SS.8.23D</b> Analyze the contributions of people of various racial, ethnic, and religious groups to our national identity.</p> <p><b>SS.8.26B</b> Analyze the relationship between fine arts and continuity and change in the American way of life.</p> <p>Ⓢ <b>SS.8.29B</b> Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓢ <b>SS.8.30A</b> Use social studies terminology correctly.</p> <p>Ⓢ <b>SS.8.31A</b> 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>

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: Tying It All Together – A Review Unit for Grade 8 Social Studies</b></p> <p>Using the macro concepts of economic, social, and political change, this unit provides an opportunity to review concepts and information from the Grade 8 Social Studies course in early American history that helped form the heritage and government of the United States of America from colonial times through the highlights of Reconstruction. It can serve as a review of content for the Grade 8 Social Studies STAAR test.</p>	<p>10 class periods (90-min. each) or 20 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: Exploring Eras, Chronology, and Geographic Concepts</b></p> <p>Ⓢ.8.1A Identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects.</p> <p>Ⓢ.8.1B Explain the significance of the following dates: 1607, founding of Jamestown, 1620, arrival of the Pilgrims and signing of the Mayflower Compact, 1776, adoption of the Declaration of Independence, 1787, writing of the U.S. Constitution. 1803, Louisiana Purchase and 1861-1865, Civil War.</p> <p>Ⓢ.8.10A Locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries.</p> <p>Ⓢ.8.10B Compare places and regions of the United States in terms of physical and human characteristics.</p> <p>Ⓢ.8.11A Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States.</p> <p>Ⓢ.8.29B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓢ.8.29C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>Ⓢ.8.29G Create a visual representation of historical information such as thematic maps, graphs, and charts representing various aspects of the United States.</p> <p>Ⓢ.8.29H Pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts.</p> <p>Ⓢ.8.30A Use social studies terminology correctly.</p> <hr/> <p><b>Part 2: From Colony to Country</b></p> <p>Ⓢ.8.2A Identify reasons for English, Spanish, and French exploration and colonization of North America.</p> <p>Ⓢ.8.2B Compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.</p> <p>Ⓢ.8.3B Analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government.</p> <p>Ⓢ.8.4A Analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War.</p> <p>Ⓢ.8.4B Explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin</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>Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.</p> <p>Ⓡ <b>SS.8.4C</b> Explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783.</p> <p>Ⓡ<b>SS.8.10B</b> Compare places and regions of the United States in terms of physical and human characteristics.</p> <p>Ⓢ<b>SS.8.29B</b> Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <hr/> <p><b>Part 3: Governing the Young Nation</b></p> <p>Ⓡ<b>SS.8.5A</b> Describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system and setting up the court system.</p> <p>Ⓡ<b>SS.8.5E</b> Identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.</p> <p>Ⓡ<b>SS.8.15A</b> Identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, on the U.S. system of government.</p> <p>Ⓡ<b>SS.8.15C</b> Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and Bill of Rights.</p> <p>Ⓡ<b>SS.8.15D</b> Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.</p> <p>Ⓡ <b>SS.8.17A</b> Analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason.</p> <p>Ⓡ <b>SS.8.19B</b> Summarize rights guaranteed in the Bill of Rights.</p> <p>Ⓢ<b>SS.8.29B</b> Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Ⓢ <b>SS.8.29D</b> Identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants.</p> <p>Ⓢ<b>SS.8.30A</b> Use social studies terminology correctly.</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>Part 4: Expanding the Nation</b></p> <p>Ⓢ.8.5A Describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system.</p> <p>Ⓢ.8.5D Explain the causes, important events, and effects of the War of 1812.</p> <p>Ⓢ.8.5E Identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.</p> <p>Ⓢ.8.6C Analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation.</p> <p>Ⓢ.8.13B Identify the economic factors that brought about rapid industrialization and urbanization.</p> <p>Ⓢ.8.24A Describe and evaluate the historical development of the abolitionist movement.</p> <p>Ⓢ.8.24B Evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled.</p> <p>Ⓢ.8.27A Explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts.</p> <p>Ⓢ.8.29B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <hr/> <p><b>Part 5: Significant Individuals and Landmark Court Cases in U.S. History</b></p> <p>Ⓢ.8.4B Explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.</p> <p>Ⓢ.8.5G Analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.</p> <p>Ⓢ.8.7D Identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams.</p> <p>Ⓢ.8.8A Explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as Congressional Medal of Honor recipients William Carney and Philip Bazaar.</p> <p>Ⓢ.8.9B Explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels.</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>SS.8.15E</b> Explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America.</p> <p>Ⓢ<b>SS.8.17A</b> Analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason.</p> <p>Ⓢ<b>SS.8.18B</b> Summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden.</p> <p>Ⓢ<b>SS.8.18C</b> Evaluate the impact of landmark Supreme Court decisions, including Dred Scott v. Sandford, on life in the United States.</p> <p>Ⓢ<b>SS.8.22A</b> Analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln.</p> <p>Ⓢ<b>SS.8.22B</b> Describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton.</p> <p>Ⓢ<b>SS.8.29B</b> Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p>

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	Apr. 25 - June 7, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 12: Promises Deferred!</b> This two-part unit allows students to analyze the idea that all people are created equal and consider the question “Have the promises of the Declaration of Independence that <i>all men [people] are created equal</i> been fulfilled?” It encourages students to interpret the experiences of minority groups including women, racial and ethnic groups. It brings the concept of Reconstruction into the 21<sup>st</sup> century and allows an opportunity for students to decide the progress minorities have made in achieving equality.</p>	<p>4 class periods (90-min. each) or 8 class periods (45-min. each)</p>	<p><b>Part 1: Racial/Ethnic Discrimination</b></p> <p>ⓈSS.8.23C Identify ways conflicts between people from various racial, ethnic, and religious groups were addressed.</p> <p>ⓈSS.8.29B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>ⓈSS.8.29D Identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants.</p> <p>ⓈSS.8.30A Use social studies terminology correctly.</p> <p>ⓈSS.8.30B Use effective written communication skills, including proper citations and avoiding plagiarism.</p> <hr/> <p><b>Part 2: Gender Discrimination</b></p> <p>ⓈSS.8.23C Identify ways conflicts between people from various racial, ethnic, and religious groups were addressed.</p> <p>ⓈSS.8.29B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>ⓈSS.8.29D Identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants.</p> <p>ⓈSS.8.30A Use social studies terminology correctly.</p> <p>ⓈSS.8.30B Use effective written communication skills, including proper citations and avoiding plagiarism.</p>