

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:
Unit 1: Being a Historian: Using Primary and Secondary Sources This two-part unit emphasizes historical analysis and critical thinking skills. These skills are the basis of work students do in document, artifact, and visual analysis.	4 class periods (90-min. each) or 8 class periods (45-min. each) <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	Part 1: Locating, Differentiating, and Interpreting Sources Ⓡ SS.7.20A Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas. Ⓡ SS.7.20B Analyze information by applying absolute and relative chronology, sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. Ⓡ SS.7.22A Use social studies terminology correctly.
		Part 2: Determining Point of View/Bias/Frame of Reference Ⓡ SS.7.20D Identify bias and points of view from the historical context surrounding an event that influenced the participants. Ⓡ SS.7.20E Support a point of view on a social studies issue or event. Ⓡ SS.7.20F Evaluate the validity of a source based on language, corroboration with other sources, and information about the author. Ⓡ SS.7.22A Use social studies terminology correctly.

Cycle 1	27 Days	
	Aug. 23 - Oct. 1, 2021	
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Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 2: Being a Geographer: Texas Geography This two-part unit uses the concept of region for students to explore Texas physical and human geography. It includes a review of basic map, chart, and graph skills.</p>	<p>6 class periods (90-min. each) or 12 class periods (45-min. each)</p>	<p>Part 1: Understanding Regions of Texas Using Basic Geographic Tools SS.7.8A Locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions ARSS.8.8B Locate and compare places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest. ARSS.7.8C Analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas. ARSS.7.9A Identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications. PSSS.7.21A Create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries PSSS.7.22A Use social studies terminology correctly.</p> <hr/> <p>Part 2: Comparing Texas Regions ARSS.8.8B Locate and compare places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest. PSSS.7.20C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. PSSS.7.21B Analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries PSSS.7.22A Use social studies terminology correctly. PSSS.7.22B Use effective written communication skills, including proper citations and avoiding plagiarism. PSSS.7.22C Create written, oral, and visual presentations of social studies information.</p>

Cycle 2	29 Days	
	Oct. 5 - Nov. 12, 2021	
<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>Unit 3: Native Americans – The First Texans</p> <p>This one-part unit uses the conceptual lens of culture to examine the lifestyle and varied cultural characteristics of Native American tribes before the migration of Europeans to Texas.</p>	<p>4 class periods (90-min. each) or 8 class periods (45-min. each)</p> <p><i>Teacher Service Day (no students) Oct. 4</i></p>	<p>Part 1: 4 Lessons: Comparing Native American Cultures in Texas</p> <p>SS.7.2A Compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern.</p> <p>AR SS.7.8C Analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.</p> <p>SS.7.10A Identify why immigrant groups came to Texas and where they settled.</p> <p>PS SS.7.20B Analyze information by applying absolute and relative chronology, 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.7.20C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>PS SS.7.22A Use social studies terminology correctly.</p>

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	Oct. 5 - Nov. 12, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 4: Europeans in Texas This two-part unit explores the concept of conquest. Students will focus on the Spanish as one of the first colonial powers in Texas and the New World. Attention will be given to the exploration and settlement of Texas.	6 class periods (90-min. each) or 12 class periods (45-min. each)	<p>Part 1: Spanish Conquest and Exploration of Texas</p> <p>SS.7.1B Explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement. 1718, founding of San Antonio, 1821, independence from Spain, 1836, Texas independence, 1845, annexation, 1861, Civil War begins, 1876, adoption of current state constitution, and 1901, discovery of oil at Spindletop.</p> <p>SS.7.2B Identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain.</p> <p>ⓅSS.7.20A Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.</p> <p>ⓅSS.7.20D Identify bias and points of view from the historical context surrounding an event that influenced the participants.</p> <p>ⓅSS.7.22A Use social studies terminology correctly.</p> <hr/> <p>Part 2: Spanish/French Settlement in Texas</p> <p>SS.7.1C Explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement. 1718, founding of San Antonio, 1821, independence from Spain, 1836, Texas independence, 1845, annexation, 1861, Civil War begins, 1876, adoption of current state constitution, and 1901, discovery of oil at Spindletop.</p> <p>SS.7.2C Identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, Antonio Margil de Jesús, and Francisco Hidalgo.</p> <p>ⓅSS.7.20B Analyze information by applying absolute and relative chronology, 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.7.20C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>ⓅSS.7.22A Use social studies terminology correctly.</p>

Cycle 3	30 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 5: Gone to Texas: Anglo Settlement</p> <p>This three-part unit focuses on the settlement patterns of the Anglo population in Spanish or Mexican Texas and examines immigration, frontier lifestyle, and growing unrest in early 19th century Texas.</p>	<p>4 class periods (90-min. each) or 8 class periods (45-min. each)</p> <p><i>Thanksgiving Break</i> Nov. 22-26</p> <p><i>Enrichment Opportunities</i> Dec. 20-21</p> <p><i>Winter Break</i> Dec. 20-31</p> <p><i>MLK Jr. Day</i> Jan. 17</p> <p><i>Teacher Prep Day</i> (no students) Jan. 18</p>	<p>Part 1: Empresarios/Anglos Arrive – The Old 300</p> <p>SS.7.1B Explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.</p> <p>SS.7.2D Identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery.</p> <p>SS.7.2E Identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas.</p> <p>AR SS.7.2F Contrast Spanish, Mexican and Anglo purposes for, and methods of, settlement in Texas.</p> <p>PS SS.7.20B 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.7.21B Analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.</p> <p>PS SS.7.22A Use social studies terminology correctly.</p> <hr/> <p>Part 2: Gone to Texas: Life on the Frontier</p> <p>AR SS.7.8C Analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.</p> <p>AR SS.7.9A Identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications.</p> <p>SS.7.10B Describe how immigration and migration to Texas have influenced Texas.</p> <p>PS SS.7.20B 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.7.22A Use social studies terminology correctly.</p>

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	Nov. 15, 2021 - Jan. 14, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>Part 3: Growing Unrest in Mexican Texas</p> <p>SS.7.2D Identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery.</p> <p>SS.7.3A Describe the chain of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin.</p> <p>PS.7.20C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>PS.7.20D Identify bias and points of view from the historical context surrounding an event that influenced the participants.</p> <p>PS.7.22A Use social studies terminology correctly.</p>
<p>Unit 6: Texas Revolution</p> <p>This two-part unit examines the concept of revolution. Students will learn about the causes and the significance of major events/people during the Texas Revolution.</p>	<p>6 class periods (90-min. each) or 12 class periods (45-min. each)</p>	<p>Part 1: Revolution Begins: Gonzales through the Alamo</p> <p>SS.7.1B Explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement. 1718, founding of San Antonio, 1821, independence from Spain, 1836, Texas independence, 1845, annexation, 1861, Civil War begins, 1876, adoption of current state constitution, and 1901, discovery of oil at Spindletop.</p> <p>SS.7.3B Explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis.</p> <p>AB.7.3C explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales; the siege of the Alamo, William B. Travis's letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there; the Constitutional Convention of 1836; Fannin's surrender at Goliad; and the Battle of San Jacinto</p> <p>PS.7.20B 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.7.20C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>PS.7.20D Identify bias and points of view from the historical context surrounding an event that influenced the participants.</p> <p>PS.7.22A Use social studies terminology correctly.</p> <hr/> <p>Part 2: Runaway Scrape to Independence</p> <p>SS.7.3B Explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis.</p>

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Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>AR SS.7.3C explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales; the siege of the Alamo, William B. Travis's letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there; the Constitutional Convention of 1836; Fannin's surrender at Goliad; and the Battle of San Jacinto.</p> <p>PS SS.7.20A Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.</p> <p>PS SS.7.20D Identify bias and points of view from the historical context surrounding an event and that influenced the participants.</p> <p>PS SS.7.22C Create written, oral, and visual presentations of social studies information.</p> <p>PS SS.7.22A 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>Unit 7: Republic of Texas</p> <p>This two-part unit examines the concept of republic. These lessons address the period of Texas history when Texas was an independent republic. Students learn about the problems facing the new government and the issues surrounding the annexation of Texas to the United States, leading to the outbreak of the Mexican War.</p>	<p>4 class periods (90-min. each) or 8 class periods (45-min. each)</p> <p><i>Teacher Service Day/Presidents' Day (no students) Feb. 21</i></p>	<p>Part 1: The Republic of Texas and Annexation</p> <p>SS.7.1B Explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement. 1718, founding of San Antonio, 1821, independence from Spain, 1836, Texas independence, 1845, annexation, 1861, Civil War begins, 1876, adoption of current state constitution, and 1901, discovery of oil at Spindletop.</p> <p>SS.7.4A Identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, the Texas Navy, the Texas Rangers, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Santa Fe Expedition, slavery, and the roles of racial and ethnic groups.</p> <p>AR SS.7.4B Analyze the causes of and events leading to Texas annexation such as security and public debt.</p> <p>PS SS.7.20B 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>Part 2: Manifest Destiny/Mexican War</p> <p>AR SS.7.4C Identify individuals, events and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, slavery, and the Compromise of 1850</p> <p>PS SS.7.20D Identify bias and points of view from the historical context surrounding an event that influenced the participants.</p> <p>PS SS.7.22A 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:
Unit 8: Civil War and Reconstruction This three-part unit looks at the concepts of civil war and reconstruction. Students will examine the causes and main events of the Civil War and includes the contributions of Texas and Texans to this historic conflict. The unit also includes the study of the effects of the Civil War and the impact of Reconstruction on life in Texas.	6 class periods (90-min. each) or 12 class periods (45-min. each)	Part 1: Causes of the Civil War/Secession AR SS.7.5A Explain the central role the expansion of slavery played in the involvement of Texas in the Civil War. AR SS.7.16A Identify different points of view of political parties and interest groups on important Texas issues, past and present. PS SS.7.20A Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas. PS SS.7.20B Analyze information by applying absolute and relative chronology, sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. PS SS.7.20D Identify bias and points of view from the historical context surrounding an event that influenced the participants. PS SS.7.22A Use social studies terminology correctly
		Part 2: Texas in the Civil War SS.7.1B Explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement. 1718, founding of San Antonio, 1821, independence from Spain, 1836, Texas independence, 1845, annexation, 1861, Civil War begins , 1876, adoption of current state constitution, and 1901, discovery of oil at Spindletop. SS.7.5B Identify significant events concerning Texas and the Civil War such as the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch. AR SS.7.5C Explain the economic, social, and political, effects of the Civil War and Reconstruction in Texas. PS SS.7.20B Analyze information by applying absolute and relative chronology, sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. PS SS.7.20C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. PS SS.7.22A Use social studies terminology correctly PS SS.7.22C Create written, oral, and visual presentations of social studies information related to Texas history.

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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>Part 3: Reconstruction in Texas</p> <p>SS.7.1B Explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement. 1718, founding of San Antonio, 1821, independence from Spain, 1836, Texas independence, 1845, annexation, 1861, Civil War begins, 1876, adoption of current state constitution, and 1901, discovery of oil at Spindletop.</p> <p>AR SS.7.5C Explain the political, economic, and social effects of the Civil War and Reconstruction in Texas.</p> <p>PS SS.7.20B Analyze information by applying absolute and relative chronology, 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.7.20D Identify bias and points of view from the historical context surrounding an event that influenced the participants.</p> <p>PS SS.7.22A Use social studies terminology correctly</p> <p>PS SS.7.23A 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>

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	Feb. 28 - Apr. 22, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 9: Texas Government The concept of government is explored in this three-part unit. It provides an overview of the Texas and U.S. Constitutions including the principles of democratic government reflected in those documents. The unit also teaches students about the structure and function of our federal system of government and addresses the rights and responsibilities of citizens in a democratic society.	6 class periods (90-min. each) or 12 class periods (45-min. each) <i>Enrichment Opportunities</i> Mar. 14-16 <i>Spring Break</i> Mar. 14-18 <i>Chávez-Huerta Day</i> Mar. 28 <i>Spring Holiday</i> Apr. 15	<p>Part 1: Comparing Constitutions: The U.S. and Texas Constitutions</p> <p>AR SS.7.13A Identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.</p> <p>AR SS.7.13B Compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.</p> <p>PS SS.7.20A Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.</p> <p>PS SS.7.20B Analyze information by applying absolute and relative chronology, 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.7.22A Use social studies terminology correctly.</p> <hr/> <p>Part 2: Levels /Branches of Government</p> <p>AR SS.7.14A Describe the structure and functions of government at municipal, county, and state levels.</p> <p>SS.7.14B Identify major sources of revenue for state and local governments such as property taxes, sales taxes, bonds, and fees.</p> <p>PS SS.7.20B Analyze information by applying absolute and relative chronology, 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.7.20C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>PS SS.7.22A Use social studies terminology correctly.</p> <p>PS SS.7.22C Create written, oral, and visual presentations of social studies information.</p> <hr/> <p>Part 3: Citizen Rights/Responsibilities</p> <p>AR SS.7.13B Compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.</p> <p>SS.7.15A Explain rights of Texas citizens.</p> <p>AR SS.7.15B Explain civic responsibilities of Texas citizens and the importance of civic participation.</p> <p>SS.7.16B Describe the importance of free speech and press in a democratic society.</p> <p>PS SS.7.20B Analyze information by applying absolute and relative chronology, 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.7.22A 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:
Unit 10: Texas Grows and Prospers: Cattle and Oil This three-part unit explores the concept of expansion as it examines the growth of Texas during the late 19th century including the significance of the cattle industry, railroads, and discovery of oil at Spindletop	6 class periods (90-min. each) or 12 class periods (45-min. each)	Part 1: Conflict on the Frontier SS.7.6A Identify significant individuals, events and issues, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker. SS.7.6B Identify significant individuals, events and issues, including the development of the cattle industry from its Spanish beginnings and the cowboy way of life. ^{PS} SS.7.20B Analyze information by applying absolute and relative chronology, sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. ^{PS} SS.7.21B Analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries ^{PS} SS.7.22A Use social studies terminology correctly.
		Part 2: Growth of the Railroads and Agriculture SS.7.6C Identify significant individuals, events, and issues, including the effects of the growth of railroads and the contributions of James Hogg. ^{AR} SS.7.6D Explain the political, economic and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier. ^{AR} SS.7.19C Analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries. ^{AR} SS.7.19D Evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land. ^{PS} SS.7.20B Analyze information by applying absolute and relative chronology, sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. ^{PS} SS.7.22A Use social studies terminology correctly.
		Part 3: 1 Lesson: Spindletop – Oil is discovered! SS.7.1B Explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement. 1718, founding of San Antonio, 1821, independence from Spain, 1836, Texas independence, 1845, annexation, 1861, Civil War begins, 1876, adoption of current state constitution, and 1901, discovery of oil at Spindletop. ^{AR} SS.7.7A Explain how the oil industry led to the industrialization of Texas. ^{AR} SS.7.19C Analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries. ^{AR} SS.7.19D Evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land.

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		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p>ⓅSS.7.20B Analyze information by applying absolute and relative chronology, 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.7.20C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>ⓅSS.7.22A Use social studies terminology correctly.</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:
Unit 11: The World in Transition: 20th Century Texas This two-part unit uses the concept of historical turning points to study major events and trends that had an impact on Texas during the 20th century.	6 class periods (90-min. each) or 12 class periods (45-min. each) <i>Memorial Day May 30</i> <i>Teacher Prep Day (no students) June 8</i>	<p>Part 1: Major 20th Century Events</p> <p>SS.7.7E Analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas</p> <p>SS.7.9B Explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.</p> <p>Ⓟ SS.7.20A Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.</p> <p>Ⓟ SS.7.20B Analyze information by applying absolute and relative chronology, 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.7.20C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>Ⓟ SS.7.22A Use social studies terminology correctly.</p> <hr/> <p>Part 2: 20th Century ESP Trends</p> <p>SS.7.7C Describe and compare the impact of reform movements in Texas in the 19th and 20th centuries such as progressivism, populism, women's suffrage, agrarianism, labor reform, and the conservative movement of the late 20th century.</p> <p>SS.7.7D Describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and Identify key leaders in these movements, such as James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White.</p> <p>SS.7.7E Analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas</p> <p>SS.7.10B Describe how immigration and migration to Texas have influenced Texas.</p> <p>Ⓟ SS.7.20B Analyze information by applying absolute and relative chronology, 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.7.20E Support a point of view on a social studies issue or event.</p> <p>Ⓟ SS.7.22A Use social studies terminology correctly.</p> <p>Ⓟ SS.7.22B Use effective written communication skills, including proper citations and avoiding plagiarism.</p> <p>Ⓟ SS.7.22C Create written, oral, and visual presentations of social studies information.</p>

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Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 12: 20th Century Trends in Texas This five-part unit uses the concept of change over time to study major events and <i>ESPN</i> [Economic, Social, Political and eNvironmental] change that occurred in 20th century Texas.</p>	<p>6 class periods (90-min. each) or 12 class periods (45-min. each)</p>	<p>Part 1: Urbanization and Industrialization SS.7.11A Explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing. SS.7.11B Explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas. SS.7.12A Explain the impact of national and international markets and events on the production of goods and services in Texas including agriculture and oil and gas. AR SS.7.12B Explain the impact of economic concepts within the free enterprise system such as supply and demand, profit, and world competition on the economy of Texas. SS.7.12C Analyze the impact of significant industries in Texas such as aerospace, medical, and computer technologies on local, national, and international markets. PS SS.7.20B Analyze information by applying absolute and relative chronology, sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. PS SS.7.22A Use social studies terminology correctly.</p> <hr/> <p>Part 2: Social/Cultural Trends SS.7.10C Describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution. AR SS.7.10D Analyze the effects of the changing population distribution and growth in Texas and the additional need for education, health care, and transportation. SS.7.18A Explain how the diversity of Texas is reflected in a variety of cultural activities, and celebrations. AR SS.7.18B Describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture. SS.7.18D Identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote. PS SS.7.20B Analyze information by applying absolute and relative chronology, sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. PS SS.7.20E Support a point of view on a social studies issue or event. PS SS.7.22A 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>Part 3: Political Leaders</p> <p>AR SS.7.16A Identify different points of view of political parties and interest groups on important Texas issues, past and present.</p> <p>AR SS.7.17A Identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States.</p> <p>SS.7.17B Identify the contributions of Texas leaders, such as Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.</p> <p>PS SS.7.20B Analyze information by applying absolute and relative chronology, 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.7.22A Use social studies terminology correctly.</p> <hr/> <p>Part 4: The 20th Century Technological and Scientific Revolution</p> <p>SS.7.19A Compare types and uses of technology, past and present.</p> <p>SS.7.19B Identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.</p> <p>AR SS.7.19C Analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries.</p> <p>SS.7.19D Evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land.</p> <p>SS.7.19E Analyze how scientific discoveries and technological innovations have resulted in interdependence among Texas, the United States, and the world.</p> <p>PS SS.7.20B Analyze information by applying absolute and relative chronology, 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.7.22A Use social studies terminology correctly.</p>

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Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>Part 5: From Past to Future – Major Eras in Texas History</p> <p>AR SS.7.1A Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People, Age of Contact, Spanish Colonial, Mexican National, Revolution and Republic, Early Statehood, Texas in the Civil War and Reconstruction. Cotton, Cattle, and Railroads, Age of Oil, Texas in the Great Depression and World War II, Civil Rights and Conservatism, and Contemporary Texas.</p> <p>SS.7.1B Explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement. 1718, founding of San Antonio, 1821, independence from Spain, 1836, Texas independence, 1845, annexation, 1861, Civil War begins, 1876, adoption of current state constitution, and 1901, discovery of oil at Spindletop.</p> <p>PS SS.7.20B Analyze information by applying absolute and relative chronology, 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.7.22C Create written, oral, and visual presentations of social studies information.</p> <p>PS SS.7.22A Use social studies terminology correctly.</p>