



Breakthrough Houston
School Year Program (SYP) HUMANITIES Scope & Sequence updated 2022-23

Saturday	Project Name	Project Overview	Texas State standards (TEKS) 8th-grade ENGLISH 8th grade U.S. HISTORY
Lesson 1 (Sessions 1 & 2)	13 Colonies Vacation & Road Trip: Travel Agent Project	<p>Students will plan a trip with stops in different regions of the 13 original colonies, mark their trip on a map, keep within a budget, and create a persuasive presentation to share their plan. The project is organized around the central question: How can you, as a travel agent, plan a trip throughout the 13 original colonies for a family?</p> <p>This PBL will provide practice of geography content, math, writing, and oral language. Throughout the learning process, students' engagement and curiosity will drive the instruction.</p> <p>Students will also be given opportunities throughout for teaching social skills through different types of sharing, giving, and receiving feedback, and being flexible with plans.</p> <p>Lesson 1: LESSON PLAN & GOOGLE SLIDE LESSON PRESENTATION</p> <p>Google slide presentation (Lesson 1)</p>	<p>HISTORY: The student understands the causes of exploration and colonization eras. The student is expected to:</p> <p>(2)(B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.</p>

Lesson 2 (Sessions 3 & 4)	<p>Thank you: Showing gratitude through the art of writing (7th and 8th grade)</p>	<p>To align with past Breakthrough Houston initiatives, students will send out the gift of gratitude and kindness with this thank you letter writing project.</p> <p>This project starts with a program-wide thank you note card flash mob and ends with a letter of appreciation to the BTH donors and volunteers for their contributions to this Breakthrough Houston.</p> <p>Lesson 2: LESSON PLAN & GOOGLE SLIDE LESSON PRESENTATION</p> <p>Google Slide Presentation (Lesson 2)</p>	<p><u>ENGLISH LANGUAGE ARTS AND READING</u></p> <p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> <p>(H) synthesize information to create new understanding; and</p>
Lesson 3 (Sessions 5 & 6)	<p>(PROJECT IDEA) Exploring Social Justice Issues Through PBL</p>	<p>You will become enabled to discover yourselves and gain the knowledge, skills, and courage to understand and improve the human condition.</p> <p>This project will focus on racial and social justice. Students will use art and literature to highlight injustice and inequity.</p> <p>Lesson 3: LESSON PLAN & GOOGLE SLIDE PRESENTATION</p> <p>Google Slide Presentation (Lesson 3)</p>	<p><u>SOCIAL STUDIES ART LITERATURE</u></p> <p>§117.202. Art, Middle School (Knowledge and skills.</p> <p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks.</p> <p><u>ENGLISH LANGUAGE ARTS AND READING (POETRY)</u></p> <p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> <p>(H) synthesize information to create a new understanding</p> <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;</p>

<p>Lesson 4 (Sessions 7 & 8)</p>	<p>Celebrating Black History: Body Biographies</p>	<p>This project uses characterization skills to create body biographies of current and historical Black figures by creating a character map.</p> <p>Lesson 4: LESSON PLAN & GOOGLE SLIDE PRESENTATION</p> <p>Google Slide Presentation (Lesson 4)</p>	<p>SOCIAL STUDIES <u>§113.51. (Af-Am History & Culture)</u> (b) Introduction. (1) In Ethnic Studies: African American Studies, an elective course, students learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States. (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artwork is encouraged. Resources are available from museums, historical sites, presidential libraries, and local and state preservation societies. (14) Culture. The student understands the influence of artistic expression on the African American experience and American culture from Reconstruction to the present.</p> <p>ENGLISH LANGUAGE ARTS AND READING (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (E) make connections to personal experiences, ideas in other texts, and society; (H) synthesize information to create new understanding</p>
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<p>Lesson 5 (Sessions 9 & 10)</p>	<p>Historical Podcast</p>	<p>With this Project-Based Learning (PBL) product, students will create a mini-podcast about a historical topic of their choosing. The focus will be a historical topic in the United States/American history between European Colonization through post-Civil War/Reconstruction. (support 8th grade)</p> <p>With this podcast project, students brainstorm, write, and produce a dramatic reimagining of a historical time period. Students will add in sound effects and background music to make their podcast come alive! They will also be encouraged to add in sensory details to make listeners "see" the history.</p> <p>As a final product, students will write their own transcript, and produce a 3:00 minute podcast about a historical topic of their own choosing. A list of topics will be provide for them to choose from.</p> <p>Lesson 5: LESSON PLAN & GOOGLE SLIDE LESSON PRESENTATION</p> <p>Google Slide Presentation (Lesson 5)</p>	<p>Click here for STAAR Teks (revised 2019) SUPPORTS THIS PROJECT</p> <p>HISTORY: The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p> <p>(1)(A) 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; and</p> <p>(1)(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>ENGLISH LANGUAGE ARTS AND READING</p> <p>(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with Increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.</p>
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Extension Lesson 1	Invent an Underwater School (creative writing project) (replace and move 7th grade)	Lesson Plan & Google Slide Lesson Presentation Google Slide Presentation (Extension Lesson 1)	<u>§110.26. English Language Arts and Reading, Speech</u> (1) Communication is an integral part of our s (6) Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to: (A) use imagination to plan, organize, and tell stories; (B) use appropriate verbal and nonverbal skills to share stories;
Extension lesson 2	Invent Your Own Superhero (creative writing project)	Lesson Plan & Google Slide Lesson Presentation Google Slide Presentation (Extension Lesson 2)	<u>§110.26. English Language Arts and Reading, Speech</u> (1) Communication is an integral part of our s (6) Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to: (A) use imagination to plan, organize, and tell stories; (B) use appropriate verbal and nonverbal skills to share stories;

[How to create a Project-Based Learning Lesson](#)

[Project-Based Learning Examples](#)

[Lesson Plan resource](#)

[Project-Based Ideas](#)

[Project-Based Learning: Benefits, Examples, and Resources](#)