



# YEAR AT A GLANCE

SUBJECT

7<sup>TH</sup> GRADE TEXAS HISTORY

GRADE(S)  
7<sup>TH</sup>

UNIT(S)  
9

## Program Transfer Goals - Students will independently use their learning to...

- Evaluate information and issues in order to critically appraise historical and contemporary claims and/or decisions.
- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.
- Investigate places and regions and the connections among them.
- Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.
- Participate actively and effectively as a citizen of a democracy, living as part of a global community by understanding the impact of economic factors, staying informed, and applying sound decision-making.

## PACING

1st Nine Weeks			2nd Nine Weeks			3rd Nine Weeks			4th Nine Weeks	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9		

## Assurances for a Guaranteed and Viable Curriculum

Adherence to this scope and sequence affords every member of the learning community clarity on the knowledge and skills on which each learner should demonstrate proficiency. In order to deliver a guaranteed and viable curriculum, our team commits to and ensures the following understandings:

### Shared Accountability: Responding to the Needs of All Learners

- High levels of learning for all students.
- The district and course formative assessments aligned to the standards for this course support educators and learners in monitoring academic achievement and leveraging interventions.

### Shared Understanding: Curriculum Design

- The district curriculum design weaves together the elements of content, skills and assessments in order to adhere to curriculum design at the macro and micro level, ensuring vertical alignment.
- The district curriculum incorporates standards, scope and sequence, enduring understandings, essential questions, performance assessments, and recommended resources.

### Interdependence: Curriculum Units

Members of the learning community utilize the curriculum units, plan collaboratively, and reflect on results for continuous improvement.

## UNIT 1: NATURAL TEXAS AND ITS PEOPLE

TIMELINE: 3 WEEKS

**Unit Summary:** This unit introduces the major geographic features of Texas and the relationship between people and their environment with a special focus on American Indians.

- **Transfer Goal:** Investigate places and regions and the connections among them.

*Students will know...*

- The Four Regions of Texas and their distinct characteristics
- The location of major rivers and cities.
- How to compare the Native American tribes by looking at their diet, housing, agriculture products, sedentary/nomadic, and cultural practices

*Students will be skilled at...*

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- Utilizing valid primary and secondary sources to acquire information about Texas

## UNIT 2: SPANISH COLONIAL AND MEXICAN NATIONAL ERA

TIMELINE: 4 WEEKS

**Unit Summary:** This unit deals with the interaction between European explorers and American Indians as well as efforts at establishing a permanent Spanish presence through the establishment of the first missions and military posts. This unit also deals with efforts of Mexico to populate and retain Texas with the formation of the Republic of Mexico in 1821 through the Texas Revolution in 1836.

- **Transfer Goal:** Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.

*Students will know...*

- That the coast of Texas was first mapped by Spanish explorers in 1519
- That the First Spanish settlement in Texas was founded in 1519
- That Father Antonio de Olivares founded first Mission and Presidio (San Antonio) in 1718
- That Mexico achieves its independence from Spain in 1821
- That Texans declared independence from Mexico in 1836

*Students will be skilled at...*

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- Utilizing valid primary and secondary sources to acquire information about Texas

## UNIT 3: TEXAS REVOLUTION

TIMELINE: 3 WEEKS

**Unit Summary:** This unit deals with the Texas revolt against Mexican rule which began in 1835, the establishment and

affairs of an independent Republic of Texas, and the eventual annexation of Texas by the United States in 1845. This includes overlap with the Mexican national period in discussing the causes of the revolution, the events of the revolution, the issues facing the new Republic, and its decision to join the United States.

- **Transfer Goal:** Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.

*Students will know...*

- The events leading to the TX Revolution included the Fredonian Rebellion, Mier y Teran Report, Law of April 6, Turtle Bayou Resolutions, and the arrest of Stephen F. Austin in Mexico
- That the Texas and the American revolution were similar in that, in both cases, settlers used to self government resisted attempts by far off government to impose greater control
- The Siege of the Alamo was a defining moment in TX history
- The Constitutional Convention of 1836

*Students will be skilled at...*

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- Utilizing valid primary and secondary sources to acquire information about Texas

#### **UNIT 4: REPUBLIC OF TEXAS/EARLY STATEHOOD**

**TIMELINE: 3 WEEKS**

**Unit Summary:** This unit deals with the impact of Texas annexation in 1845 until its efforts to secede from the United States in 1861. This includes the Mexican War, resolution of the Texas boundary dispute as part of the Compromise of 1850, significant population and economic growth from immigration to Texas, and the involvement of the U.S. Army in frontier defense.

- **Transfer Goal:** Evaluate information and issues in order to critically appraise historical and contemporary claims and/or decisions.

*Students will know...*

- That Texas continued to struggle with debt, Indians, threat from Mexico.
- The U.S. Congress wanted to maintain a balance between slave & non-slave states
- Polk used TX annexation and defense of TX borders with Mexico to involve the US in the Mexican-American war
- Treaty of Guadalupe Hidalgo ended the war and added territory
- TX annexation and the Mexican cession almost double the size of the US

*Students will be skilled at...*

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- Utilizing valid primary and secondary sources to acquire information about Texas

## UNIT 5: TEXAS CONSTITUTION/GOVERNMENT

TIMELINE: 5 WEEKS

**Unit Summary:** This unit focuses on the establishment of a constitutional republic in Texas. Learners will examine the Texas Constitution and Bill of Rights.

- **Transfer Goal:** Participate actively and effectively as a citizen of a democracy, living as part of a global community, by understanding the impact of economic factors, staying informed, and applying sound decision-making.

*Students will know...*

- The seven principles of government
- How the U.S. Constitution and Bill of Rights compares to the Texas Constitution and Bill of Rights.
- The amendment process is complex

*Students will be skilled at...*

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- Utilizing valid primary and secondary sources to acquire information about Texas

## UNIT 6: CIVIL WAR

TIMELINE: 4 WEEKS

**Unit Summary:** This unit examines with the reasons for seceding from the United States in 1861, the impact of the ensuing war, and the resulting efforts to reshape Texas following the war by the military, federal, and state governments. This includes the issues brought about by the growth of slavery in Texas, the individuals and events which demonstrate the social, political, and economic impact of the Civil War on Texas, and the events and actions that constituted efforts to reconstruct Texas following the war.

- **Transfer Goal:** Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.

*Students will know...*

- States rights, sectionalism, slavery, and tariffs lead to the outbreak of Civil War in the US
- TX's role in the Civil War

*Students will be skilled at...*

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- Utilizing valid primary and secondary sources to acquire information about Texas

## **UNIT 7: RECONSTRUCTION/BEGINNING OF 20TH CENTURY (COTTON, CATTLE, & RAILROADS)**

**TIMELINE: 4 WEEKS**

**Unit Summary:** This unit examines the cotton driven agriculture after the Civil war in 1865, the rise of cattle during and after reconstruction, the development of railroads and the effects that the different enterprises had on each other and on life in Texas until the turn of the century. This includes systems utilized to return these industries to growth, the impact of expansion into West Texas, particularly on the remaining independent Indian peoples, and the various reform movements that resulted from the interactions.

- **Transfer Goal:** Evaluate information and issues in order to critically appraise historical and contemporary claims and/or decisions.

*Students will know...*

- How the 13, 14, & 15th amendments impacted Texas.
- That Texas re-joins the Union and writes a new Constitution
- How the Reconstruction plans affected Texas
- Native Americans were forced to move onto reservations
- Women's roles were changing as a result of the Civil War and Reconstruction

*Students will be skilled at...*

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- Utilizing valid primary and secondary sources to acquire information about Texas

## **UNIT 8: MODERN TEXAS 1900-WWII**

**TIMELINE: 5 WEEKS**

**UNIT SUMMARY:** This unit deals with the vast range of oil discoveries beginning with Corsicana in 1894 through the East Texas Field development by 1935 and the impact that such discoveries had on the social, political, and economic development of Texas and the world. This includes major discoveries at Spindletop, the growth of Texas economic and political influence due to oil, the impact of the Mexican Revolution on Mexican immigration to Texas, the role of Texas and Texans in WWI, and the effects that oil revenue had on Texas society. Also included are the effects of the Great Depression the impact of the Dust Bowl, and the economic and social changes brought about by WWII efforts, especially the role of the federal government in growing the Texas wartime economy.

- **Transfer Goal:** Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.

*Students will know...*

- That Texas contributed to WWI & WWII by providing supplies, training, and troops.
- That the Great Depression affected the Texas economy and the role of the New Deal.
- That major industries in Texas have a natural cycle of "boom and bust"

*Students will be skilled at...*

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

- Utilizing valid primary and secondary sources to acquire information about Texas

## UNIT 9: CONTEMPORARY TEXAS 1950 TO PRESENT

TIMELINE: 5 WEEKS

**Unit Summary:** This era deals with the movements for social change and equality that began after WWII in 1945 and continued into the 1970s as well as the political shift away from Texans' long-held allegiance to the Democratic Party, which became more liberal after World War II, to support for the increasingly conservative Republican Party by 1980. This includes efforts by Hispanics and African Americans to have equal access and treatment, the effects of national and state political controversies, and interdependence of the Texas economy with the nation and world. Also included are the issues facing Texas in the present and the future.

- **Transfer Goal:** Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.

*Students will know...*

- That the Civil Rights movement impacted Texas.
- The 1980s saw a resurgence of the Republican Party in Texas politics.
- Texas played a role in the space and computer industries.

*Students will be skilled at...*

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- Utilizing valid primary and secondary sources to acquire information about Texas