

Texas History – Grade 7 Overview 2024-2025

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts and Instructional Model.

Definitions

Overview– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Process Standards – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

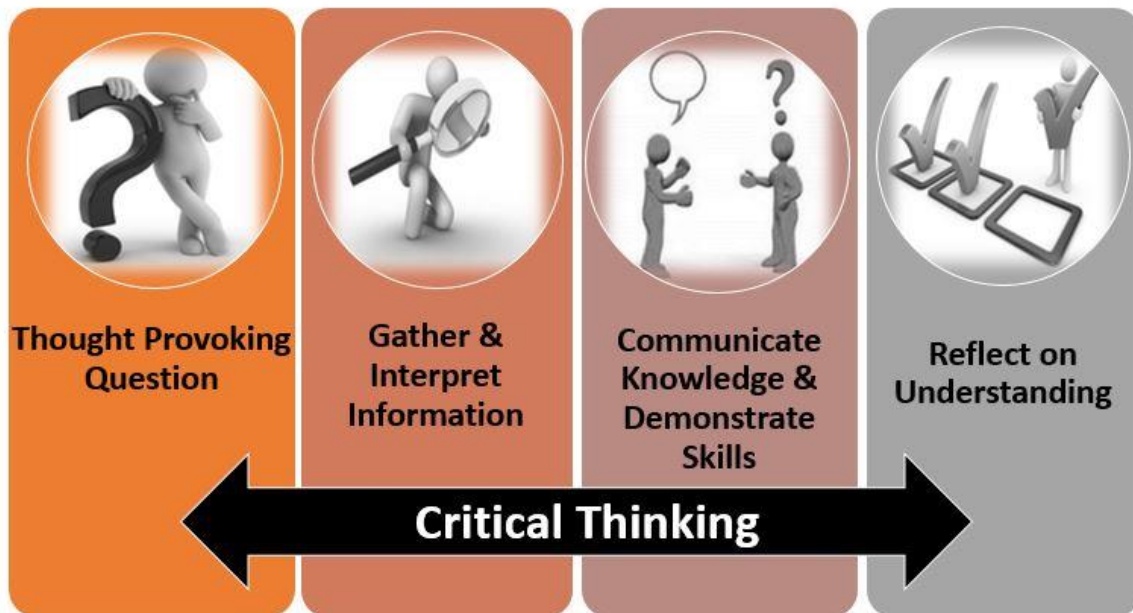
Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Parent Supports

The following resources provide parents with ideas to support students' understanding

- [Active Classroom](#)
- [Britannica School](#)
- [Ebsco Host](#)
- [World Book](#)
- [Khan Academy](#)
- NewsELA ([Access through FBISD Clever Portal](#))

Social Studies Instructional Model



This model is an inquiry-based approach to learning Social Studies with a focus on critical thinking skills. Students start with a thought-provoking question, which frames the concept and flows throughout. After students make predictions based on the question, students will gather and interpret information to build his/her understanding of the standard(s) addressed by the question. Next, students will communicate the knowledge gained and demonstrate understanding by engaging in communication and application skills. Finally, students will reflect and assess their understanding.

Adopted Resources

[FBISD Middle School Resources](#)

Process Standards

7.20 The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology.

7.21 The student uses geographic tools to collect, analyze, and interpret data.

7.22 The student communicates in written, oral, and visual forms.

7.23 The student uses problem-solving and decision-making skills, working independently and with others.

Grading Period 1

Unit 1: Setting the Stage – Places and Regions of Contemporary Texas

Estimated Date Range: August 8 – August 28

Unit Overview:

In this two-concept unit, students will study the geography, regions, and human impacts on the environment of Texas. The major focus of this unit is that students will gain understanding of present-day Texas as it relates to major places, regions, and locations of significance in order to build a foundation for later units of study.

Big Ideas:

- Understanding geography is key to the understanding the development of societies.
- Humans impact their environment, and their environment impacts them.

Thought Provoking Questions

- Does the geography of a place help or hinder a society?
- How does where you live impact how you live?

Concepts within Unit 1	TEKS
Concept #1: Geography and Regions	7.8A, 7.8B, 7.21A, 7.21B
Concept #2: Texans and Their Environment	7.8C, 7.9A

Unit 2: Setting the Stage-Early Texas Eras

Estimated Date Range: August 29 – October 3

Unit Overview:

In this unit, students will learn about the native peoples of Texas, the motives/reasons for European Exploration, the results of Spanish and French exploration, and the methods and events during the colonization of Texas. This includes the impact on Native Texans, the growth of Catholicism, missions and presidios, the mapping of Texas, development of towns/ranches, and cultural influences. The students will also be able to identify the reasons for revolution and the desire for independence that led to the birth of a new nation called Mexico. With the knowledge gained from this unit, students will be able to better understand how the interactions between the cultures have had an impact on how people live today. They will begin to understand that history is a series of cause-and-effect relationships and recognize that people would not be who they are today without the hardships and achievements of those who came before.

Big Ideas:

- Geography affects where and how people live.
- Exploration is driven by need, curiosity, and unpredictable events.
- Values and culture are spread by exploration and contact with other societies.

Thought Provoking Questions

- To what degree is your identity tied to where you live?
- What motivates people to explore?
- How do people from one place influence people in another place?

Concepts within Unit 2	TEKS
Concept #1: Native American Cultures ,	7.1A, 7.2A
Concept #2: European Exploration	7.1A, 7.1B, 7.2B
Concept #3: Spanish Colonial Era	7.1A, 7.1B, 7.2C, 7.18C

Grading Period 2

Unit 3: Mexican National and Colonization

Grading Period 1: Estimated Date Range: October 7 – October 9

Gading Period 2: Estimated Date Range: October 16-October 28

Unit Overview:

In this two-concept unit, students will study the era of Texas history that started on the eve of Mexican Revolution. The major focus of this unit is for students to build an understanding of how Texas went from being a Spanish colony to a major area ruled by Mexico. Students will learn about the major challenges within Mexican Texas related to settlement.

Big Ideas:

- Leaders are visionaries.
- Understanding geography is key to understanding the development of societies.

Thought Provoking Questions

- Can one person influence a nation?
- Does the geography of a place help or hinder a society?

Concepts within Unit 3	TEKS
Concept #1: Empresarios/Anglos Arrive	7.1A, 7.1B, 7.2D, 7.2E, 7.2F
Concept #2: Life on the Frontier/ Immigrants Arrive	7.8C, 7.9A, 7.9B, 7.10B, 7.21B

Unit 4: Texas Revolution

Estimated Date Range: October 29– December 3

Unit Overview:

In this two-concept unit, students will study the events, issues, and individuals related to the Texas Revolution. The major focus of this unit is that students gain an understanding of what issues led to the war for Texas Independence from Mexico as well as the major impacts of the conflict.

Big Ideas:

- All conflicts and revolutions have political, social, and economic causes and effects.
- All conflicts and revolutions have political, social, and economic causes and effects.

Thought Provoking Questions

- Can conflicts be avoided?
- How does conflict affect people/us?

Concepts within Unit 4	TEKS
Concept #1: The Road to Revolution	7.3A
Concept #2: Revolution	7.1A, 7.1B, 7.3B, 7.3C

Grading Period 2 and 3

Unit 5: Republic of Texas, Early Statehood and Government

Grading Period 2: Estimated Date Range: December 4 – December 16th

Grading Period 3: Estimated Date Range: January 9 – February 4

Note: This unit spans two grading period

Unit Overview:

In this THREE-concept unit, students will study the period directly following the Texas Revolution when Texas attempted to self-govern as a Republic. The major focus of this unit is that students understand the challenges faced by the Republic of Texas, which ultimately contributed to the annexation of Texas as a state within the United States of America. Students will learn about the concept of Manifest Destiny and relate it to the annexation of Texas as well as the Mexican American War. Additionally, students will learn about the government systems that were established in Texas in this era and how they affect us today.

Big Ideas:

- Good leaders must deal effectively with political, economic, and social issues.
- Turning points help define major eras in history, some are so significant they change the world.

Thought Provoking Questions

- What issues do leaders face?
- Can one point in time change things forever?

Concepts within Unit 5	TEKS
Concept #1: The Republic of Texas	7.1A, 7.4A, 7.8B, 7.8C
Concept #2: Annexation and Early Statehood	7.1A, 7.1B, 7.4B, 7.4C, 7.14A, 7.14B, 7.17A
Concept #3: Government	7.13A, 7.13B, 7.14A, 7.14B, 7.15B, 7.16A

Grading Period 3

Unit 6: Civil War and Reconstruction

Grading Period 3: Estimated Date Range: Feb 5 – March 7

Unit Overview:

In this three-concept unit, students will study how Texas played a role in the Civil War and the impacts of the conflict on the state politically, economically, and socially. The major focus of this unit is that students gain an understanding of the causes for Texas' involvement in the war and how life on the home front was affected. Students will also study the period of Reconstruction directly following the Civil War and evaluate its impacts on Texas.

Big Ideas:

- All conflicts and revolutions have political, social, and economic causes and effects.
- All conflicts and revolutions have political, social, and economic causes and effects.
- Governmental policies (or the lack of policies) sometimes have unintended consequences.

Thought Provoking Questions

- What are the causes and effects of conflict?
- How is society impacted by governmental policies (or the lack of policies)?

Concepts within Unit 6

TEKS

Concept #1: The Lone Star State in the Civil War

7.1A, 7.1B, 7.5B, 7.5C, 7.8C, 7.4C, 7.5A, 7.16A

Concept #2: Reconstruction

7.1A, 7.1B, 7.5C, 7.18A, FB1

Grading Period 4

Unit 7: Cotton, Cattle, and Railroads

Estimated Date Range: March 17 – April 3

Unit Overview:

In this two-concept unit, students will study the major industries of Texas during the early years of statehood, including cotton farming, cattle ranching, and the railroad. The major focus of this unit is that students understand the geographic reasons for the development of these industries in Texas as well as the cultural, social, economic, and political impacts they had on the state during this period of growth.

Big Ideas:

- Trade, war, and migration create spatial diffusion and have far-reaching effects on the regions of contact.
- Eras are periods of time, classified by like or related events and issues.
- People and groups influence societies and bring about change

Thought Provoking Questions

- How do people from one place influence people in another place?
- What does the name of an era tell us about an era?
- Can citizens bring about change?

Concepts within Unit 7

TEKS

Concept #1: Closing the Frontier and Changes to Texas

7.1A, 7.6A, 7.6B, 7.6C, 7.6D, 7.10A, 7.10B, 7.19A, 7.19C, 7.19D, 7.21A, 7.21B

Concept #2: Reforms

7.6C, 7.7C

Unit 8: 20th Century Texas

Estimated Date Range: April 4 – May 2

Unit Overview:

In this three-concept unit, students will study the era of Texas history within the 20th Century. The major focus of this unit is that students gain an understanding of the causes and effects of economic, political, and social growth within Texas.

Big Ideas:

- Turning points help define major eras in history; some so significant they change the world.
- Patterns of change and continuity can be observed across time and place.
- Leaders are visionaries.

Thought Provoking Questions

- Can one point in time change things forever?
- How do events from one time-period influence events in later time periods?
- What are the characteristics of a great leader?

Concepts within Unit 8	TEKS
Concept #1: Industry, Technology, and Urbanization of the 20 th Century	7.1A, 7.1B, 7.7A, 7.7B, 7.9B, 7.11A, 7.11B, 7.19A, 7.19C, 7.19D
Concept #2: Major Political and Social Events of the 20 th Century	7.1A, 7.7C, 7.7E, 7.9B, 7.10D, 7.16A
Concept #3: Famous Texans of the 20 th Century	7.7D, 7.17A, 7.17B, 7.18D, 7.19B

Unit 9: Texas Today

Estimated Date Range: May 5 – May 23

Unit Overview:

In this three-concept unit, students will study contemporary Texas.. The major focus of this unit is that students gain an understanding of the causes and effects of economic, political, and social growth within Texas and understand the impact of important contemporary Texans.

Big Ideas:

- The U.S. has a free enterprise system.
- The aim of a constitutional government is to create a more fair and peaceful society.
- Culture regions cut across physical and political boundaries.

Thought Provoking Questions

- What makes the "free" enterprise system free?
- How can a government ensure fairness and peace in a society?
- Can you belong to more than one culture?

Concepts within Unit 10	TEKS
Concept #1: Economics	7.7E, 7.12B, 7.19C
Concept #2: Society and Culture of Contemporary Texas	7.1A, 7.7E, 7.10D, 7.18B
Concept #3: Famous Texans	7.17A

