

Texas History – Grade 7 Overview 2022-2023

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

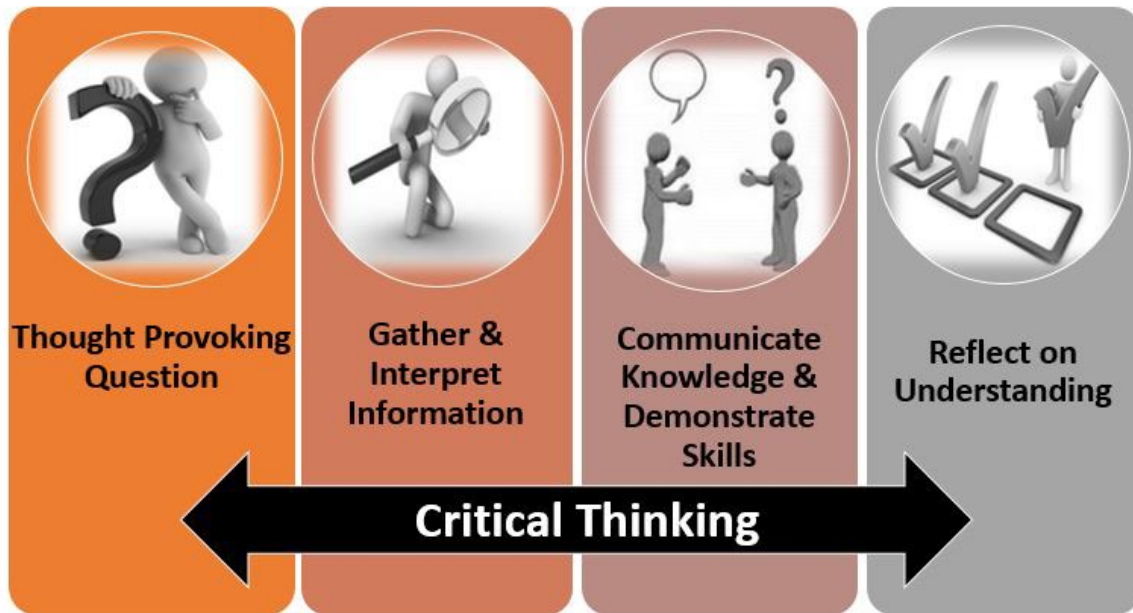
Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Parent Supports

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

- [Discovery Education](#)
- [Britannica School](#)
- [Ebsco Host](#)
- [Maps 101](#)
- [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 10 – August 31

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: Natural Texas and Its People

Estimated Date Range: September 1 - September 14

Unit Overview:

In this one-concept unit, students will study the native peoples (tribes) that were indigenous to Texas prior to colonization and settlement. The major focus of this unit is that students build an understanding of how native peoples and their ways of life were directly connected to the physical environment in which they lived.

Big Ideas:

- Geography affects where and how people live.

Thought Provoking Questions

- To what degree is your identity tied to where you live?

Concepts within Unit 2	TEKS
Concept #1: Native American Cultures ,	7.1A, 7.2A

Unit 3: Age of Contact and Spanish Colonial Era

Estimated Date Range: September 15 – October 7

Unit Overview:

In this two- concept unit, students will study the time-period of European Exploration and Colonization. The major focus of this unit is that students understand the motives of European countries to explore and settle in Texas. Students will gain an understanding of the lasting impacts of Spanish colonization on the development, history, and culture of Texas.

Big Ideas:

- Exploration is driven by need, curiosity and unpredictable events.
- Values and culture are spread by exploration and contact with other societies.

Thought Provoking Questions

- What motivates people to explore?
- How do people from one place influence people in another place?

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

Grading Period 2

Unit 4: Mexican National and Colonization

Estimated Date Range: October 11 – October 25

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 4

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 5: Texas Revolution

Estimated Date Range: October 26 – December 2

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 5

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 6: Republic of Texas, Early Statehood and Government

Grading Period 2: Estimated Date Range: December 5 – December 16th

Grading Period 3: Estimated Date Range: January 5 – February 2

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:

- Coming soon

Thought Provoking Questions

- Coming soon

Concepts within Unit 6	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 7: Civil War and Reconstruction	
Grading Period 3: Estimated Date Range: Feb 3 – March 10	
<p>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.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Coming soon <p>Thought Provoking Questions</p> <ul style="list-style-type: none"> Coming soon 	
Concepts within Unit 7	TEKS
Concept #1: Causes of War/Secession	7.4C, 7.5A, 7.16A
Concept #2: The Lone Star State in the Civil War	7.1A, 7.1B, 7.5B, 7.5C, 7.8C
Concept #3: Reconstruction	7.1A, 7.1B, 7.5C, 7.18A, FB1
Grading Period 4	
Unit 8: Cotton, Cattle, and Railroads	
Estimated Date Range: March 20 – April 6	
<p>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.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Coming soon <p>Thought Provoking Questions</p> <ul style="list-style-type: none"> Coming soon 	
Concepts within Unit 8	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 9: 20 th Century Texas	
Estimated Date Range: April 11 – May 2	
<p>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.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> 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 9	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 10: Texas Today Estimated Date Range: May 3 – May 25	
<p>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.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> • Coming soon <p>Thought Provoking Questions</p> <ul style="list-style-type: none"> • Coming soon 	
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