

Ethnic Studies: Mexican American Studies Overview 2025-2026

This document is designed to 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

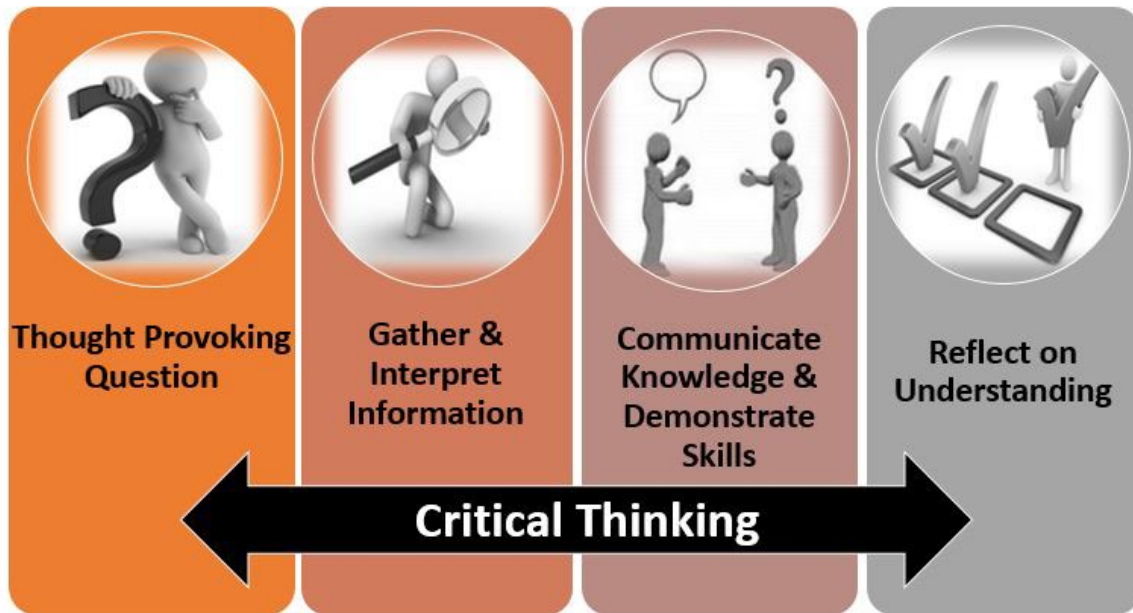
Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

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 High School Resources](#)

Process Standards

MAS.12 The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology

Grading Period 1

Unit 1: Pre-Colonial Settlements and Spanish Colonization of Mesoamerica

Estimated Date Range: 08/12-09/25

Assessments

State Assessments
N/A

District Assessments
N/A

Unit Overview:

In this four-concept unit the foundation for better understanding the history and cultural contributions of Mexican Americans is established. In the first concept, students will explore the purpose of this course and identify and practice various historical thinking skills that they will utilize throughout the year. In the next concept, students will learn about pre-colonial settlements with an emphasis on major ideas that developed in the Maya and Aztec civilizations. Then, students will learn about Spanish colonization of Mesoamerica and North America and major events such as Hernán Cortés's first encounter with the Aztecs will be highlighted. In the last concept, students will learn about the establishment of the New Spain Colony and about the contributions of significant individuals during the Spanish colonial era.

Big Ideas:

- Historians develop skills and ask questions from multiple perspectives to better understand past events.
- Cultures are often defined by the geographic setting in which they exist.
- Converging societies experience both conflict and compromise.
- Values and culture are spread by exploration and contact with other societies.

Thought Provoking Questions

- What questions do we ask of the past?
- How does where you live influence who you are?
- What happens to culture when two societies collide?
- How do people from one place influence people in another place?

Concepts within Unit 1

TEKS

Concept #1: Introduction to Mexican American Studies

MAS.1

Concept #2: Maya and Aztec Civilizations

MAS.2A, MAS.6B, MAS.11A

Concept #3: Spanish Conquest

MAS.2A, MAS.2B, MAS.6A, MAS.9D

Concept #4: Spanish Colonial Era

MAS.2A, MAS.2B, MAS.6A, MAS.9D

Unit 2: Transformation of the Texas and Mexico Borderlands

Estimated Date Range: 9/29– 11/07

10 days in GP1 and 14 days in GP2

Assessments

State Assessments

N/A

District Assessments

N/A

Unit Overview:

This unit is important because it lays the foundation for better understanding of the changes in societies brought about by conflict. In the first concept, students will explore the causes of Mexican Independence from Spain. In the next concept, students will learn about conflicts that lead to Texas Independence from Mexico. Then, students will learn about the Mexican American War. In the final concept for this unit, students will explore the effects of border changes on Mexican Americans. In the subsequent unit, students will build on the knowledge and skills they learned in this unit by exploring governmental policies and revolutions brought about by those policies.

Big Ideas:

- Key people influence societies and bring about change.
- All conflicts and resolutions have political, social, and economic causes and effects.

Thought Provoking Questions

- Can citizens change the world?
- What purpose does conflict serve?
- Can conflicts be avoided?
- How does conflict affect people?

Concepts within Unit 2

TEKS

Concept #1: Mexican Independence

MAS.3A, MAS.3B, MAS.6C, MAS.6A, MAS.9D

Concept #2: Texas Independence

MAS.3A, MAS.3B, MAS.6B, MAS.6C, MAS.6A, MAS.9D

Concept #3: Mexican American War

MAS.3A, MAS.3B, MAS.6C, MAS.6A, MAS.9D

Concept #4: Mexico's Relationship with U.S. Post Mexican American War

MAS.3B, MAS.6A, MAS.9D

Grading Period 2

Unit 3: Mexican Revolution to the World War II Era

Estimated Date Range: 11/10-12/12

Assessments

State Assessments

N/A

Mid-Term Assessments

12/15-12/19

Unit Overview:

This unit lays the foundation for better understanding of the changes in societies brought about by revolution, conflict, and perspectives about government. In the first concept, students will explore the causes of the Mexican Revolution. In the next concept, students will learn about Mexican Migration and Repatriation. Then, students will learn about the impact of World War II on Mexican Americans. In the subsequent unit, students will build on the knowledge and skills they learned in this unit by exploring Mexican American civil rights.

Big Ideas:

- All conflicts and revolutions have political, social, and economic causes and effects.
- Governmental policies sometimes have unintended consequences.

Thought Provoking Questions

- Why do people revolt?
- How is society impacted by governmental policies?
- How does conflict affect people?

Concepts within Unit 3	TEKS
Concept #1: Mexican Revolution	MAS.3A, MAS.3B, MAS.6C, MAS.6A
Concept #2: Mexican Migration and Repatriation	MAS.3A, MAS.3B, MAS.6D, MAS.7A, MAS.9B, MAS.9C, MAS.9D
Concept #2: World War II	USH.4A, USH.6E, USH.7B, MAS.8A, MAS.9A

Unit 4: Mexican American Civil Rights Movement

Estimated Date Range: 01/08-02/20

Assessments	
State Assessments TELPAS 02/16-03/27	District Assessments N/A

Unit Overview:

In this four-concept unit, students will study the development of the Mexican American civil rights movement and its effects on Mexican American culture. The first concept will cover the major events of the Mexican American civil rights movement and the steps that were taken to gain equality. Concept two will examine significant individuals and their impact on the movement. The third concept will investigate the major organizations that played a role in this movement and the final concept will study the significant ways that Mexican Americans carried out their civil rights struggle using the arts.

Big Ideas:

- Coming soon!

Thought Provoking Questions

- Coming soon!

Concepts within Unit 4	TEKS
Concept #1: Events of the Mexican American Civil Rights Movement	MAS.4A, MAS.8B, MAS.8E, MAS.9B, MAS.9C
Concept #2: Significant Individuals of the Mexican American Civil Rights Era	MAS.4B, MAS.8A, MAS.8C, MAS.9B, MAS.9C, MAS.9D
Concept #3: Organizations of the Mexican American Civil Rights Era	MAS.7C, MAS.8D, MAS.8F, MAS.9B, MAS.9C
Concept #4: Mexican American Civil Rights Movement and the Arts	MAS.10B, MAS.10C, MAS.9B, MAS.9C, MAS.9D

Unit 5: Mexican Americans from the 1970s to the 21st Century

Estimated Date Range: 2/23 – 04/10

14 days in GP3 and 14 in GP4

Assessments

State Assessments
Telpas 02/16-03/27
SAT 03/04

District Assessments
N/A

Unit Overview:

In this three-concept unit, students will study the issues related to Mexican American immigration and citizenship and how those issues effect Mexican American cultural identity. In concept one students investigate the various laws and regulations related to Mexican American immigration. Concept 2 investigates perceptions surrounding citizenship in both formal and informal terms. The final concept examines the impact and significant contributions of individual Mexican American citizens and analyzes the impact of those contributions.

Big Ideas:

- Coming soon!

Thought Provoking Questions

- Coming soon!

Concepts within Unit 5

TEKS

Concept #1: Turning Points in Immigration

MAS.5A, MAS.9D, MAS.10E

Concept #2: Mexican American Citizenship

MAS.9B, MAS.7E, MAS.11A, MAS.10E

Concept #3: Contributions of Mexican American Citizens

MAS.5B, MAS.9C, MAS.10D, MAS.11B, MAS.9D, MAS.10E

Unit 6: Mexican Americans Today

Estimated Date Range: 04/13-05/28

Assessments

State Assessments

District Assessments
05/26-05/28

Unit Overview:

In this three-concept unit, students will examine the experiences of Mexican Americans in the second half of the 20th century to today. In the first concept students will investigate the contemporary migration issues and how they affect Mexican Americans. Concept two focuses on labor issues that both Mexican American immigrants and citizens engage with in modern America. In the final concept students will study the current concept of citizenship for both Mexican American citizens and immigrants.

Big Ideas:

- Coming Soon!

Thought Provoking Question

Concepts within Unit 6

TEKS

Concept #1: Contemporary Migration	MAS.6F, MAS.9C
Concept #2: Labor Issues of Today	MAS.7F, MAS.7E, MAS.9D
Concept #3: Citizenship Issues of Today	MAS.9B, MAS.9C, MAS.9D, MAS.10E