

# Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Social Studies All About Me	First	1	1 Week
TEKS/Student Expectations		Examples/Specifications:	
1.2a,1.3c,1.5a,1.9a, 1.10b,1.12a,c, 1.13a,1.14b,1.15a,b,1.16a, 1.17a,b,c,d,1.18a,b,1.19a, b		*Create a classroom behavioral contract *Discuss and deduce reasons for certain behaviors in the classroom, with authority figures and with peers *Examine reasons for celebrating Labor Day	
Language of Instruction:		Instructional Resources/Textbook Correlations:	
Introduce history, economics, geography, government, citizenship  Rules, friends, plain, hill, map, earth, globe, Labor Day		Macmillan/McGraw-Hill People and Places pgs.H1-H12, pgs.138-139,264-265, 272-273	
		Web links/Other Resources:	
		A variety of fiction and non-fiction books Globe	
Evaluation/External Assessment/Local Assessment:		Best Instruction Timeline:	
Behavior contract participation All About Me information packet		1-Introduction 2-Overview 3-Citizenship-Getting Along at School 4-Friends 5-Labor day	

## Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Social Studies All About My Family	First	1	1 Week
<b>TEKS/Student Expectations</b>		<b>Examples/Specifications:</b>	
1.3c, 1.10a,b,1.11c,1.14a,b,1.17a,b,c,d,1.18b		*Probe similarities and differences of the family structures present in the classroom *Recognize ways families help me their needs	
<b>Language of Instruction:</b>		<b>Instructional Resources/Textbook Correlations:</b>	
Family, celebrate, holiday, address, rules, problem, solve		People and Places pgs. 2-17, 30-35, 52-55	
		<b>Web links/Other Resources:</b>	
		Various fiction and non-fiction books Area map	
<b>Evaluation/External Assessment/Local Assessment:</b>		<b>Best Instruction Timeline:</b>	
Can include but not limited to; Family Banner Skills page29 Rules worksheet How Can I Help My Family Book		1-What is a family? 2-Many Families 3-Families Celebrate 4.Where Families Live 5-Family Rules/Wrap-up	

## Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Social Studies Fall (Constitution Day-Sept. 17 <sup>th</sup> )	First	1	1 Day
<b>TEKS/Student Expectations</b>		<b>Examples/Specifications:</b>	
1.2a,1.5b,1.10a,1.12a,c, 1.13a,b,d,1.17a,b,d,1.18a,		*Explore the significance of the constitution	
<b>Language of Instruction:</b>		<b>Instructional Resources/Textbook Correlations:</b>	
Constitution, freedom, country, Independence Day, July 4th		People and Places pgs.A2-A7, 282-3	
		<b>Web links/Other Resources:</b>	
		<a href="http://www.usconstitution.net/constkidsK.html">http://www.usconstitution.net/constkidsK.html</a> <a href="http://www.archives.gov/national-archives-experience/charters/constitution.html">http://www.archives.gov/national-archives-experience/charters/constitution.html</a>	
<b>Evaluation/External Assessment/Local Assessment:</b>		<b>Best Instruction Timeline:</b>	
US Constitution packet		Celebrate Freedom/Constitution	

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Social Studies Apples-Week 1 (Johnny Appleseed)	First	1	1 day
<b>TEKS/Student Expectations</b>		<b>Examples/Specifications:</b>	
1.1b,1.12a,c, 1.15b, 1.17c,1.18a		*Identify the role Johnny Appleseed played in the history of our country	
<b>Language of Instruction:</b>		<b>Instructional Resources/Textbook Correlations:</b>	
Apple, Johnny Appleseed, John Chapman, seed, trade		People and Places pgs. 56-59	
		<b>Web links/Other Resources:</b>	
		Various fiction and non fiction books- <u>Johnny Appleseed</u> by Steven Kellogg and <u>Johnny Appleseed</u> by Madeline Olsen	
<b>Evaluation/External Assessment/Local Assessment:</b>		<b>Best Instruction Timeline:</b>	
Johnny Appleseed Day activities		1-Johnny Appleseed Day	

## Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Social Studies Apples Week-2 (Exploring money in math and Columbus Day-2 <sup>nd</sup> Oct.)	First	1	3 days
<b>TEKS/Student Expectations</b>		<b>Examples/Specifications:</b>	
1.1a,b,c,1.12a,b,1.13c,1.17b,d,1.18b		*Identify the contributions of Sacagawea, Susan B. Anthony made and why they are on our money *Question and explore why Columbus came to America	
<b>Language of Instruction:</b>		<b>Instructional Resources/Textbook Correlations:</b>	
Columbus, Nina, Pinta, Santa Maria, Spain, ocean		People and Places pgs. 244-245, 252-257, 234-5	
		<b>Web links/Other Resources:</b>	
		Various fiction and non-fiction books World map	
<b>Evaluation/External Assessment/Local Assessment:</b>		<b>Best Instruction Timeline:</b>	
Columbus Day activities		1-Money-Sacagawea 2-Susan B. Anthony 3-Columbus Day	

## Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Social Studies Halloween/ Spiders (Election Day- Tuesday following first Monday of Nov.)	First	2	1 Weeks
<b>TEKS/Student Expectations</b>		<b>Examples/Specifications:</b>	
*1.2a,c,1.3a, b, c,1.4a, b, 1.5a, 1.10a,1.12a,b, c, 1.13a,b,c, d, 1.17a, b, d, 1.18a, b, 1.19a,b		*Determine why voting is important *Construct a map the classroom *Create a calendar then use it to distinguish the relationship of past , present and future	
<b>Language of Instruction:</b>		<b>Instructional Resources/Textbook Correlations:</b>	
Citizen, flag, President, group, vote, calendar		People and Places pgs. 28-29, 140-165	
		<b>Web links/Other Resources:</b>	
		Various fiction and non-fiction books	
<b>Evaluation/External Assessment/Local Assessment:</b>		<b>Best Instruction Timeline:</b>	
Calendar skills worksheet Group Discussion and Participation Workbook page 29		1-Votes Count 2-Our symbols and Pledge 3-Good Citizens 4-Skills Practice Calendar 5-Skills Practice Mapping	

## Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Social Studies Food Groups (Goods and Services)	First	2	1 Week
<b>TEKS/Student Expectations</b>		<b>Examples/Specifications:</b>	
1.7a,b,c,1.8c,1.9a,b, 1.12a,c,1.17a,b,c,d, 1.18a,b, 1.19a		*Identify goods (foods) they purchase and categorize them as to individual food groups *Evaluate the importance of goods and services being exchanged to meet their needs	
<b>Language of Instruction:</b>		<b>Instructional Resources/Textbook Correlations:</b>	
Goods, services, produce, trade, buy, sell, factory, farm, ranch, orchard		Peoples and Places pgs. 186-199	
		<b>We blinks/Other Resources:</b>	
		Various fiction and non-fiction books	
<b>Evaluation/External Assessment/Local Assessment:</b>		<b>Best Instruction Timeline:</b>	
Oral Assessment Being Fair/Unfair Picture		1-Goods and Services 2-Study Skills 3-Getting Good and Services 4-Trade 5-Being Fair	

## Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Social Studies Pilgrims and Native Americans (Veteran's Day-Nov. 11)	First	2	1Week
<b>TEKS/Student Expectations</b>		<b>Examples/Specifications:</b>	
1.1c, 1.2a, 1.3a,b,c, 1.5b,1.12b, 1.14a,b ,1.17b, c,d,1.18a, b,1.19a		*Ascertain why the Pilgrims needed the Native Americans and give reasons why we still celebrate Thanksgiving Day *Compare the observance of Thanksgiving then and now *Examine why we celebrate Veteran's Day and it's importance	
<b>Language of Instruction:</b>		<b>Instructional Resources/Textbook Correlations:</b>	
Settler, settlement, Pilgrims, Native Americans, Thanksgiving, turkey. thankful		People and Places pgs. 216-239, (Veteran's Day-Nov. 11) 258-9, 268-271, 274-5	
		<b>We blinks/Other Resources:</b>	
		Various fiction and non-fiction books- <u>The Very First Thanksgiving Day</u> by Rhonda Greene <a href="http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/pocahonta">http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/pocahonta</a> Video- <u>William Bradford</u> and <u>Pocahontas</u> World map US map	
<b>Evaluation/External Assessment/Local Assessment:</b>		<b>Best Instruction Timeline:</b>	

Workbook page 55  
 I am Thankful Turkey  
 William Bradford Packet

2-Americans Long Ago/Native Americans  
 3-Early Settlers/William Bradford  
 4-Poncahontas  
 5-Pilgrims/Thanksgiving

## Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Social Studies Weather/ Water Cycle (Water and Land)	First	3	2 Days
<b>TEKS/Student Expectations</b>		<b>Examples/Specifications:</b>	
1.6a,b,1.17b,c,d 1.3b,1.5b,1.6a,1.17c,1.18a,b		*Use a weather graph to make generalizations about the weather	
<b>Language of Instruction:</b>		<b>Instructional Resources/Textbook Correlations:</b>	
Lake, river, plain, hill, mountain, weather		People and Places pgs. 86-95, R6-7	
		<b>We blinks/Other Resources:</b>	
		Various fiction and non-fiction books Classroom weather graph	
<b>Evaluation/External Assessment/Local Assessment:</b>		<b>Best Instruction Timeline:</b>	

## Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Social Studies Christmas Around the World and other Winter Holidays Week 1	First	3	2 Weeks
<b>TEKS/Student Expectations</b>		<b>Examples/Specifications:</b>	
(Our World)1.5b,1.6a,c,1.15a,b,1.17a,b,d, 1.18a,b (Families Celebrate) 1.2b,1.3b,1.5b,1.12c,1.14b, 1.15a,1.17a,b,d		*Locate each country on a map as they pretend to travel to it *Label the map with names of countries *Compile information about where various customs related to the students originated using a variety of sources *Conclude that not all people celebrate as they do	
<b>Language of Instruction:</b>		<b>Instructional Resources/Textbook Correlations:</b>	
Can include; Continent, United States, England, Germany, Sweden, Mexico, poinsettia, France, Italy, Israel, Australia, Africa, passport, Hanukah, La Befana, Noel banner, Saint Lucia's Day, gingerbread, Christmas card, Boxing Day, Totem, elf, Santa Claus, Father Christmas, Pier Noel, Christmas tree		People and Places (Our World) 78-85 (Families Celebrate) 18-23, (Africa) 50-1, (Mexico) 266-7 and 281, (Special Days) 276-7, R4-5	
		<b>We blinks/Other Resources:</b>	
		Various fiction and non-fiction books- <u>The Nutcracker and Madeline's Christmas</u> by Ludwig Bemelmans <a href="http://www.worldofchristmas.net/christmas-world/index.html">http://www.worldofchristmas.net/christmas-world/index.html</a> <a href="http://encarta.msn.com/encnet/features/mapcenter/map.aspx">http://encarta.msn.com/encnet/features/mapcenter/map.aspx</a> <a href="http://www.christmassongs.com/sample_mp3.htm">http://www.christmassongs.com/sample_mp3.htm</a> Videos- <u>Christmas Around the World</u> and <u>Madeline's Christmas World Map</u>	
<b>Evaluation/External Assessment/Local Assessment:</b>		<b>Best Instruction Timeline:</b>	
Around the World Activities		1-Our World 2-Where We Live 3-Germany- gingerbread/trees/Nutcracker 4-Sweden- St. Lucia's Day, Tomtens	

6-France-Noel banner  
 7-England-Boxing Day/cards  
 8-Africa (People in Africa have English traditions but it is hot)/Australia-  
 surfing Santa and Christmas Bush  
 9-Mexico-Poinsetta/Los Posada  
 10-America/Families Celebrate/Student traditions

## Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Social Studies The Little Red Hen (Good Citizenship)	First	3	1 Week
<b>TEKS/Student Expectations</b>		<b>Examples/Specifications:</b>	
1.10a,b, 1.11a,b,c,1.12a,c,1.13b,c, 1.17b,c, d, 1.18a,b, 1.19a,b		*Determine why we need rules and laws *Compile a list of people they perceive as good citizens and the traits those people exhibit	
<b>Language of Instruction:</b>		<b>Instructional Resources/Textbook Correlations:</b>	
Neighborhood, community, citizen, rules, group, laws, north, west, east, south		People and Places pgs. 112-127 and 130-139	
		<b>We blinks/Other Resources:</b>	

<b>Evaluation/External Assessment/Local Assessment:</b>	<b>Best Instruction Timeline:</b>
Classroom Map Good Citizen book	1-A Good Helper 2-Good Citizens 3-People Get Along 4-People Follow Laws 5-What is a Leader?

## Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Social Studies Martin Luther King Jr.	First	3	1 Week
<b>TEKS/Student Expectations</b>		<b>Examples/Specifications:</b>	
1.1a,1.12b,1.17b,d		*Discover some of the characteristics it takes to stand up against wrong *Describe the origins of Martin Luther King, Jr. Day	
<b>Language of Instruction:</b>		<b>Instructional Resources/Textbook Correlations:</b>	
Martin Luther King, Jr., Atlanta, Georgia, march, dream, Ruby Bridges		People and Places pgs. 260-263, 270, 279, R2-3	
		<b>We blinks/Other Resources:</b>	

Jr. by Jean Marzollo and Ruby Bridges by Robert Coles  
 Optional videos- Martin Luther King, Jr. and clips from Ruby Bridges

<b>Evaluation/External Assessment/Local Assessment:</b>	<b>Best Instruction Timeline:</b>
Martin Luther King, Jr. packet	1-Martin Luther King, Jr. 2-Ruby Bridges 3-If I Had a Dream

## Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Social Studies Groundhog Day	First	4	1 Day
<b>TEKS/Student Expectations</b>		<b>Examples/Specifications:</b>	
1.2a, b, 1.3c, 1.5a, b, 1.19 b		*gather information about the possible weather conditions on Groundhog day and then predict what the weather will be *Compile information about the holiday (where it started, why they do it and so on) using various sources	
<b>Language of Instruction:</b>		<b>Instructional Resources/Textbook Correlations:</b>	
Groundhog, prediction,			
		<b>We blinks/Other Resources:</b>	

Weather by Bruce Koscielniak  
<http://www.groundhog.org/>  
 US map

<b>Evaluation/External Assessment/Local Assessment:</b>	<b>Best Instruction Timeline:</b>
Groundhog Predictions Groundhog Activities	Groundhog Day

## Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Social Studies Homes	First	4	1 Week
<b>TEKS/Student Expectations</b>		<b>Examples/Specifications:</b>	
1.4b, 1.5a,b, 1.12c, 1.6a, b,c,1.14b,1.17a,b,c,d, 1.18a,b		<ul style="list-style-type: none"> <li>*Understand the components of their address</li> <li>*Locate various places using maps and globes</li> <li>*Discover reasons for different times of home construction</li> </ul>	
<b>Language of Instruction:</b>		<b>Instructional Resources/Textbook Correlations:</b>	
Address, country, community, city, neighborhood, farm, globe, map		People and Places pgs. 24-29 and 60-77	
		<b>We blinks/Other Resources:</b>	

Ann Hoberman

<http://www.enchantedlearning.com/rhymes/topics/house.shtml>

Optional Videos-Magic School Bus –Under Construction, House Construction and Wonderful World of Houses  
World map

**Evaluation/External Assessment/Local Assessment:**

**Best Instruction Timeline:**

Workbook pgs 14/15  
Homes Around the World Worksheet

1-Where Families Live-introduction  
2-Homes Around the World-types of construction  
3-Addresses/Globes and maps  
4-Communities/Skills Practice-maps and pictures  
5-Our Country/Skills Practice-sorting

## Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Social Studies Presidents	First	4	1 Week
<b>TEKS/Student Expectations</b>		<b>Examples/Specifications:</b>	
1.1a,11.11b,.12b,c,1.17a,b,c,d		*Compile information about Washington and Lincoln to ascertain some of the importance of what they did for our country *Compare Washington and Lincoln to our president today	
<b>Language of Instruction:</b>		<b>Instructional Resources/Textbook Correlations:</b>	
George Washington, Abraham Lincoln, honest, Civil War, hero, Father of Our Country		People and places pgs. 240-243, 248-251 and 278	
		<b>We blinks/Other Resources:</b>	

Brenner and Arthur Meets the President by Marc Brown  
 Optional videos- George Washington, Abraham Lincoln, and Holidays for Children Presidents Day  
 US Map

**Evaluation/External Assessment/Local Assessment:**

**Best Instruction Timeline:**

Washington Story  
 Lincoln Story  
 Lincoln House

1-2George Washington  
 3-4Abraham Lincoln  
 5-Todays President

## Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Social Studies Transportation	First	5	1 Week
TEKS/Student Expectations		Examples/Specifications:	
1.3a, b, c, 1.14a, b, 1.16b, 1.17b,c1.18b		*Compile information to create a timeline of modes of transportation including past, present and future	
Language of Instruction:		Instructional Resources/Textbook Correlations:	
Transportation, travel, horse, bicycle, automobile, rocket		People and places pgs. 36-41	

	Various fiction and non-fiction books
<b>Evaluation/External Assessment/Local Assessment:</b>	<b>Best Instruction Timeline:</b>
Transportation Timeline	1-Families on the Move 2-Transportation Then and Now 3-4Modes of Transportation 5-Wrap-up

## Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Social Studies St. Patrick's Day-Mar, 17 <sup>th</sup> Easter	First	5	1 Week
<b>TEKS/Student Expectations</b>		<b>Examples/Specifications:</b>	
1.2a, b, 1.12a, b, 1.15a, b, 1.17b		*Retell a popular Irish folktale and predict what will happen in various Easter tales *Examine the origins of St. Patrick's Day and Easter and how children celebrate them today	
<b>Language of Instruction:</b>		<b>Instructional Resources/Textbook Correlations:</b>	

	<b>We blinks/Other Resources:</b>
	Various fiction and non-fiction books- <u>An Irish Tale</u> Optional Videos- <u>Holiday for Children St. Patrick's Day</u> , <u>Holiday for Children Easter</u> , <u>Madeline's Easter Bonnet</u> , and <u>The Tale of Peter Rabbit</u>
<b>Evaluation/External Assessment/Local Assessment:</b>	<b>Best Instruction Timeline:</b>
St. Patrick's Day and Easter Activities Optional-Leprechaun trap	1-St. Patrick 2-Irish Folktales 3-Leprechauns 4-5-Easter

## Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Social Studies Frog Life Cycle (Earth Day-Apr. 22)	First	6	1 Day
<b>TEKS/Student Expectations</b>	<b>Examples/Specifications:</b>		
1.5b, 1.6a,b, 1.7b, 1.8c, 1.12a,c, 1.18b, 1.19b	*Investigate the relationship between what we produce and buy and the environment *Identify ways to reuse or recycle waste to make new products		
<b>Language of Instruction:</b>	<b>Instructional Resources/Textbook Correlations:</b>		

	<b>We blinks/Other Resources:</b>
	Various fiction and non-fiction books <a href="http://www.earthday.gov/">http://www.earthday.gov/</a> <a href="http://holidays.kaboose.com/earth-day/index.html">http://holidays.kaboose.com/earth-day/index.html</a>
<b>Evaluation/External Assessment/Local Assessment:</b>	<b>Best Instruction Timeline:</b>
Trash sorting poster Earth Day packet	Caring for Our Natural Resources

## Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Social Studies Occupations and Inventors	First	6	1 Week
<b>TEKS/Student Expectations</b>		<b>Examples/Specifications:</b>	
1.1a,b,1.3a,b,c ,1.6c,1.7a,b,c,1.8a,b,c,1.9a,b, .12a,c,1.15b, 1.16a,b,c, 1.17a,b,c,d, 1.18a,b, 1.19a		<ul style="list-style-type: none"> <li>*Expand their understanding of the need for products and services</li> <li>*Investigate various jobs and the importance of people doing their best</li> <li>*Compile information about various inventors and their inventions</li> <li>*Compare products then and now</li> </ul>	
<b>Language of Instruction:</b>		<b>Instructional Resources/Textbook Correlations:</b>	

services, goods, shelter, wants, volunteer, factory, trade, peanut	
	<b>We blinks/Other Resources:</b>
	Various fiction and non-fiction books- <u>I is For Idea</u> by Marcia Schonberg Videos- <u>Thomas Edison and the Magic Light</u> and <u>Great Inventors</u>
<b>Evaluation/External Assessment/Local Assessment:</b>	<b>Best Instruction Timeline:</b>
Made from Peanut Butter Worksheet Invention Story Goods and Services booklet Group Discussion and Participation	1-The Ant and the Grasshopper/ What is Work? 2-Needs, Wants and Choices/ Work and Jobs 3-New Tools at Work/Families and Change (42-45) 4-Thomas Edison (46-47) 5-George Washington Carver/Other Great Inventors/Spence Whale (48-9)

## Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Social Studies Texas	First	6	2 Weeks
<b>TEKS/Student Expectations</b>		<b>Examples/Specifications:</b>	
1.1a,c, 1.2c, 1.3a, b,c,1.4a,b, ,1.5a,b, 1.6b, c1.7a,1.10a, 1.11a, b, c, 1.12b,1.13a, b, ,1.14a,b, 1.17b 1.18a, b		*Evaluate contributions to Texas made by Sam Houston, Stephen F. Austin and other influential Texans *Recite and give meaning of the Texas pledge and motto and give examples of it's symbols *Create a timeline for Texas' history *Investigate Texas legends including the legend of the bluebonnet and Pecos Bill	
<b>Language of Instruction:</b>		<b>Instructional Resources/Textbook Correlations:</b>	

<p>Houston, Stephen F. Austin, capital, symbol, bluebonnet, 'Remember the Alamo', pecan</p>	<p><b>We blinks/Other Resources:</b></p> <p>Various fiction and non-fiction books-<u>L is For Lone Star A Texas Alphabet</u> by Carol Crane and <u>The legend of the Bluebonnet</u> by Tomie dePaola  <a href="http://www.theodora.com/flags/#S">http://www.theodora.com/flags/#S</a>  <a href="http://www.lsjunction.com/midi/songs.htm">http://www.lsjunction.com/midi/songs.htm</a>  Texas map  Video-<u>The Legend of the Bluebonnet</u>, <u>Pecos Bill</u> and <u>Don't Mess With Texas</u></p>
<p><b>Evaluation/External Assessment/Local Assessment:</b></p>	<p><b>Best Instruction Timeline:</b></p>
<p>Texas Packet and Activities</p>	<p>1-Tribes and Explores/Timeline  2-Flags Over Texas  3-Alamo/Early Texas leaders  4-Texas Pledge/Flag  5-Texas Facts/Symbols  6-Legend of the Bluebonnet  7-More State Symbols/Protecting our Resources  8-State Seal/Motto/Capital/Governor  9-State Holidays and Commerce  10-Pecos Bill/Wrap-up</p>