

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
TX History/ Early Texans	7 th	First/Second	30 days
TEKS/Student Expectations		Examples/Specifications:	
<p>7.1A. identify the major eras in Texas history and describe their defining characteristics.</p> <p>7.1B. apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p> <p>7.1C. explain the significance of the following dates: 1519, 1718, 1821, 1836, 1845, and 1861.</p> <p>7.2A. compare the cultures of Native Americans in Texas prior to European colonization.</p> <p>7.2B. identify important individuals, events, and issues related to European exploration and colonization of Texas, including the establishment of Catholic missions.</p> <p>7.8A. create thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th and 20th centuries</p> <p>7.9C. analyze the effects of physical and human factors on major events in Texas.</p> <p>7.10A. identify ways in which Texans have adapted to and modified the environment and analyze the consequences of the modifications.</p> <p>7.10B. explain ways in which geographic factors have affected the political, economic, and social development of Texas</p> <p>7.11A. analyze why immigrant groups came to Texas and where they settled.</p> <p>7.11B. analyze how immigration and migration to Texas in the 19th and 20th centuries have influenced Texas.</p> <p>7.11D. describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.</p> <p>7.17C. express and defend a point of view on an issue of historical or contemporary interest in Texas.</p> <p>7.19A. explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances.</p> <p>7.19B. describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture.</p>		<p><u>Including</u>: the establishments of Catholic Missions</p> <p><u>Such As</u>: Comanche, Caddo, Karankawa, Apache, Wichita, Tonkawa, and Coahuiltecas</p> <p><u>Such As</u>: Spain’s “Empire-Building” and quest for “God, Glory, Gold”</p> <p><u>Such As</u>: Pineda, De Vaca, La Salle, Coronado, and Moscoso as significant individuals</p> <p><u>Including</u>: the causes and effects of European Exploration</p> <p><u>Such As</u>: climate, weather, landforms, irrigation, transportation, and communication</p> <p><u>Such As</u>: creating reservoirs, irrigation techniques for farming from rivers like the Rio Grande, and use of windmills</p>	

7.19C. identify examples of Spanish influence on place names such as Amarillo and Rio Grande and on vocabulary in Texas, including words that originated from the Spanish cattle industry.

7.20A. compare types and uses of technology, past and present.

7.21A. differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas.

7.21B. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalization and predictions, and drawing conclusions.

7.21C. organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.

7.21D. identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.

7.21E. support a point of view on a social studies issue or event.

7.21H. use appropriate mathematical skills to interpret social studies information such as maps and graphs.

7.22A. use social studies terminology correctly.

7.22B. use standard grammar, spelling, sentence structure, and punctuation.

7.22C. transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate.

7.22D. create written, oral, and visual presentations of social studies information.

7.23A. use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

7.23B. use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Such As: computer software, DVD's, CD ROMs, Laserdisc images, databases, media and news services, Internet usage, biographies, interviews, and artifacts

Including: graphs, charts, timelines, and maps

Language of Instruction:	Instructional Resources/Textbook Correlations:
Adaptations to the Environment Customs and Traditions Names and Locations of Tribes Discoveries Conquest Names and Routes Reasons for Exploration God, Glory, Gold	Texas on Tape Video Segments Native Texans Groups Native American transparencies Columbus Voyages transparency Spanish Missions transparency Population of Spanish Texas; Cowhands & Vaqueros; Enlightenment transparency Weblinks/Other Resources: www.celebratingtexas.com
Evaluation/External Assessment/Local Assessment:	Best Instruction Timeline:
TAKS: SS2:8.11a; 8.12a SS3:8.24d SS5:8.30a,b,c,d Testing by educator Mission Alphabet book Corresponding worldwide events (PAP)	Native Texans (8 days) European Exploration (7 days) Spanish Settlement (7 days) Life in Spanish Texas (8 days)