

Round Rock ISD		
At-A-Glance Benchmark Map	Campus: DISTRICT 2008-2009	Creation Date: 06.07
	Grade Level/Course Name: 7th Grade – Texas History	Revision Date: 08.09
1st Six Weeks	2nd Six Weeks	3rd Six Weeks
<u>August – October</u>	<u>October – November</u>	<u>November – January</u>
<p>Days of Instruction: 28</p> <p>UNITS:</p> <ul style="list-style-type: none"> • Regions of Texas and Native Americans • European Exploration and Missions • Anglo Colonization <p>Macro-Concept: Patterns – Repeated Processes</p> <p><u>Regions of Texas and Native Americans</u> 7.1A identify and describe the major eras 7.1B <u>apply</u> absolute and relative chronology 7.2A <u>compare</u> the cultures of Native Americans in Texas prior to European colonization 7.9A locate places and regions of importance 7.9 B compare places and regions of Texas in terms of physical and human characteristics 7.9C analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication</p> <p><u>European Exploration and Missions</u> 7.1A identify and describe major eras 7.1B <u>apply</u> absolute and relative chronology 7.1C <u>explain</u> the significance of dates: 1519, 1718 7.2B identify important individuals, events, and issues related to European exploration and colonization of Texas: establishment of Catholic missions 7.19C <u>identify</u> examples of Spanish influence on place names on vocabulary: <i>Amarillo, Río Grande</i> and words that originated from the Spanish cattle industry</p> <p><u>Anglo Colonization</u> 7.1A identify and describe the major eras 7.1B <u>apply</u> absolute and relative chronology 7.1C <u>explain</u> the significance of dates: 1821 7.2C <u>identify</u> the contributions during the colonization: <i>Moses Austin, Stephen F. Austin, and Juan Seguin</i> 7.2 F <u>contrast</u> Spanish and Anglo purposes for and methods of settlement in Texas 7.10A identify ways in which Texans have adapted to</p>	<p>Days of Instruction: 28</p> <p>UNITS:</p> <ul style="list-style-type: none"> • Texas Revolution • Texas Republic and Statehood <p>Macro-Concept: Conflict – A clash of opposing ideas</p> <p><u>Texas Revolution</u> 7.1A identify and describe the major eras 7.1C <u>explain</u> the significance of dates: 1821 7.2D identify the impact of the Mexican federal Constitution of 1824 on events in Texas; 7.2E trace the development of events that led to the Texas Revolution: Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin 7.3A <u>explain</u> the roles during the Texas Revolution: <i>George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, and William B. Travis</i> 7.3B explain the issues of the Texas Revolution: Battle of Gonzales, the siege of the Alamo, the convention of 1836, Fannin's surrender at Goliad, and the battle of San Jacinto</p> <p><u>Texas Republic and Statehood</u> 7.1A identify and describe the major eras 7.1C <u>explain</u> the significance of dates: 1836, 1845 7.4A <u>identify</u> individuals, events, and issues during the Republic of Texas and early Texas statehood: <i>annexation, Sam Houston, Anson Jones, Mirabeau B. Lamar, problems of the Republic of Texas, the Texas Rangers, the Mexican War, and the Treaty of Guadalupe-Hidalgo</i> 7.4B <u>analyze</u> the causes leading to Texas statehood 7.14A identify how the Texas Constitution reflects the principles of limited government, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights 7.14B identify the influence of ideas from the U.S. Constitution on the Texas Constitution 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>Days of Instruction: 31</p> <p>UNITS:</p> <ul style="list-style-type: none"> • Civil War and Reconstruction • Texas Constitution <p>Macro-Concept: Systems – A set of parts that function together as a whole</p> <p><u>Civil War and Reconstruction</u> 7.1A identify and describe the major eras 7.1C <u>explain</u> the significance of dates: 1861 7.5A explain reasons for the involvement of Texas in the Civil War 7.5B analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas</p> <p><u>Texas Constitution</u> 7.14 A identify how the Texas Constitution reflects the principles of limited government, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights 7.14B identify the influence of ideas from the U.S. Constitution on the Texas Constitution 7.15A <u>describe</u> the structure and functions of government at municipal, county, and state levels 7.15B <u>identify</u> major sources of revenue for state and local governments 7.15C <u>describe</u> the structure and governance of Texas public education 7.16A <u>summarize</u> the rights guaranteed in the Texas Bill of Rights 7.16B <u>identify</u> civic responsibilities of Texas citizens</p>

<p>and modified the environment and <u>analyze</u> the consequences of the modifications</p> <p>7.11A <u>analyze</u> why immigrant groups came to Texas and where they settled</p> <p>7.11B <u>analyze</u> how immigration and migration to Texas in the 19th influence Texas</p>		
<p>Social Studies Skills</p> <p>21 Social studies skills. Applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</p> <p>A 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</p> <p>B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>C organize and interpret information from outlines, reports, databases, and visuals: <i>graphs, charts, timelines, and maps</i></p> <p>D identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants</p> <p>E support a point of view on a social studies issue or event</p> <p>F identify bias in written, oral, and visual material</p> <p>G evaluate the validity of a source based on language, corroboration with other sources, and information about the author</p> <p>H use appropriate mathematical skills to interpret social studies information: <i>maps and graphs</i></p> <p>22 Social studies skills. Communicates in written, oral, and visual forms.</p> <p>A use social studies terminology correctly</p> <p>B use standard grammar, spelling, sentence structure, and punctuation</p> <p>C transfer information from one medium to another: <i>written to visual and statistical to written or visual, using computer software as appropriate</i></p> <p>D create written, oral, and visual presentations of social studies information</p> <p>23 Social studies skills. Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p> <p>A 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; and</p> <p>B 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</p>		
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4th Six Weeks	5th Six Weeks	6th Six Weeks
<u>January - February</u>	<u>March - April</u>	<u>April - June</u>
<p>Days of Instruction: 29</p> <p>UNITS:</p> <ul style="list-style-type: none"> • Expanding the Frontier • Texas Heritage <p>Macro-Concept: Interdependence - Two or more things that need or support each other</p> <p>Frontier Texas 7.1A identify and describe the major eras 7.6A <u>identify</u> individuals, events, and issues from Reconstruction through 20th century: <i>factors leading to the expansion of the Texas frontier, the effects of westward expansion on Native Americans, the development of the cattle industry from its Spanish beginnings, the myth and realities of the cowboy way of life, the buffalo soldiers, Cynthia Parker</i> 7.6B <u>explain</u> the political, economic, and social impact of the cattle industries <i>and the development of West Texas resulting from the close of the frontier</i> 7.7A <u>define</u> the impact of "boom and bust" and <u>trace</u> the boom-and-bust cycle of Texas industries through the 20th century: <i>cattle ranching</i> 7.9C analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication 7.10A identify ways in which Texans have adapted to and modified the environment and analyze the consequences of the modifications 7.10B explain ways geographic factors have affected the political, economic, and social development 7.20A <u>compare</u> past and present technology 7.20C analyze the effects of scientific and technology: <i>barbed wire, the windmill on the developments of Texas</i> 7.20D <u>evaluate</u> the effects of science and technology on the use of resources: <i>water, land</i></p> <p>Texas Heritage 7.11A <u>analyze</u> why immigrant groups came to Texas and where they settled 7.11B <u>analyze</u> how immigration and migration to Texas in</p>	<p>Days of Instruction: 28</p> <p>UNITS:</p> <ul style="list-style-type: none"> • Reforming Texas and Urbanization • World War I and II • Civil Rights <p>Macro-Concept: Systems - A set of parts that function together as a whole</p> <p><u>Reforming Texas and Urbanization:</u> 7.1A identify and describe the major eras 7.6A <u>identify</u> significant individuals, events, and issues from Reconstruction through 20th century: <i>the effects of the growth of railroads, James Hogg, and Spindletop</i> 7.6B <u>explain</u> the political, economic, and social impact of the oil industry 7.7A <u>define</u> the impact of "boom and bust" and <u>trace</u> the boom-and-bust cycle of leading Texas industries throughout 20th century: <i>farming, oil and gas and cotton</i> 7.7B <u>evaluate</u> the Progressive and other reform movements in Texas in the 19th and 20th centuries 7.8B <u>pose and answer</u> questions about geographic distributions and patterns during the 19th- 20th centuries 7.9A <u>locate</u> places and regions of importance in Texas during the 19th and 20th centuries 7.10A <u>identify</u> ways in which Texans have adapted to and modified the environment and <u>analyze</u> the consequences of the modifications 7.10B <u>explain</u> ways in which geographic factors have affected the political, economic, and social development 7.11C <u>analyze</u> the effects of the changing population distribution in Texas during the 20th century 7.11D <u>describe</u> the structure of the population of Texas using: <i>growth rate and age distribution</i> 7.12A explain economic factors that led to urbanization 7.12B <u>trace</u> the major industries that led to urbanization 7.12C <u>explain</u> the changes in the types of jobs and occupations that have resulted from the urbanization 7.20B <u>identify</u> Texas leaders in science and technology: <i>C.M. "Dad" Joiner</i></p>	<p>Days of Instruction: 32</p> <p>UNITS:</p> <ul style="list-style-type: none"> • Texas Politics in the 20th Century • Texas Today <p>Macro-Concept: Interdependence - Two or more things that need or support each other</p> <p>Texas Politics in the 20th Century 7.7E <u>trace</u> the emergence of the two-party system in second half of the 20th century 7.17A <u>identify</u> different points of view of political parties and interest groups on important Texas issues 7.17B describe the importance of free speech and press in a democratic society 7.17C <u>express and defend</u> a point of view on an issue of contemporary interest in Texas 7.18A identify the leadership qualities of elected and appointed leaders of Texas: <i>Texans who have been President of the United States</i> 7.18B <u>analyze</u> the contributions of Texas leaders: <i>Henry B. González, Phil Gramm, Barbara Jordan, and Sam Rayburn</i></p> <p>Texas Today 7.7A <u>define</u> the impact of "boom and bust" and <u>trace</u> the boom-and-bust cycle of leading 20th century industries: <i>oil and gas, real estate, and banking</i> 7.11C analyze the effects of the changing population distribution in Texas during the 20th century 7.13A <u>analyze</u> the impact of national and international markets and events on the production of goods and services 7.13B <u>analyze</u> the impact of economic phenomena within the free enterprise system: <i>supply and demand, profit, government regulation, and world competition on the economy of Texas</i> 7.13C <u>analyze</u> the impact of significant industries in Texas such as oil and gas, aerospace, and medical technology on local, national, and international markets 7.20B <u>identify</u> Texas leaders in science and technology:</p>

<p>the 19th and 20th centuries have influenced Texas</p> <p>7.19A <u>explain</u> how the diversity of Texas is reflected in cultural activities, celebrations, and performances</p> <p>7.19B <u>describe</u> how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture</p> <p>7.19C identify examples of Spanish influence on names on vocabulary</p>	<p>World War I and II</p> <p>7.1A <u>identify and describe</u> the major eras</p> <p>7.7 D <u>analyze</u> the political, economic, and social impact of World War I and World War II on the history of Texas</p> <p>7.10 A <u>identify</u> ways in which Texans have adapted to and modified the environment and <u>analyze</u> the consequences of the modifications</p> <p>7.16 B <u>identify</u> civic responsibilities of Texas citizens</p> <p>7.18 A <u>identify</u> the leadership qualities of elected and appointed leaders of Texas</p> <p>Civil Rights in Texas</p> <p>7.1A <u>identify and describe</u> the major eras</p> <p>7.7 C <u>trace</u> the civil rights movements of various groups in the 20th century and identify key leaders: <i>James Farmer, Hector P. García, and Lyndon B. Johnson</i></p> <p>7.17 A <u>identify</u> different points of view of political parties and interest groups on important Texas issues</p> <p>7.18 A <u>identify</u> the leadership qualities of elected and appointed leaders: <i>U.S. President from Texas</i></p> <p>7.19 B <u>describe</u> how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture</p>	<p><i>Walter Cunningham and Michael DeBakey</i></p> <p>7.20E. <u>analyze</u> how science and technology innovations have resulted in an interdependence among Texas, the United States, and the world</p> <p>7.20F <u>make predictions</u> about economic, social, and environmental consequences that may result from future science and technology</p>
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