



Teacher Learning Report Grade 7 Social Studies

| Natural Texas and Its People: Geography and Native Texans | Unit | CHECKPOINT | | |
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| | | 1 | 2 | 3 |
| 7.8 Geography. The student understands the location and characteristics of places and regions of Texas. <p style="text-align: right;"><i>Connected Knowledge and Skills 7.1, 7.2, 7.9</i></p> | | | | |

| Process (Tools to Know) | Unit | CHECKPOINT | | |
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| | | 1 | 2 | 3 |
| 7.20(A) use primary and secondary sources to acquire information [Ⓢ] 7.20(C) organize and interpret information from a variety of sources [Ⓢ] 7.22(A) use social studies terminology correctly <p style="text-align: right;"><i>connected 7.20(D), 7.20(F)</i></p> | | | | |

| Content | Unit | CHECKPOINT | | |
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| | | 1 | 2 | 3 |
| Natural Texas: Physical Geography (Using Geographic Tools to Compare Regions) | | | | |
| ❖ 7.8(B)* locate and compare places of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural ... landmarks ... and local points of interest <i>Spiral Standard</i> [Ⓢ] | | | | |
| [Ⓢ] <i>Spiral Standard: 7.8(A)</i> | | | | |

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| Natural Texas: Human Geography (Using Physical Geography to Compare American Indian Cultures) | | | | |
| ❖ 7.9(A)* identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications <i>Spiral Standard</i> [Ⓢ] | | | | |
| 7.1(A) identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People ... <i>Spiral Standard</i> [Ⓢ] | | | | |
| 7.2(A) compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern | | | | |

| Process (Ways to Show) | Unit | CHECKPOINT | | |
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| | | 1 | 2 | 3 |
| 7.20(B) analyze information in a variety of ways [Ⓢ] <p style="text-align: right;"><i>connected 7.20(E), 7.21(A), 7.21(B), 7.22(B), 7.22(C), 7.23(A)</i></p> | | | | |



Teacher Learning Report Grade 7 Social Studies

>> Exploration and Early Colonization

7.2 History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas.

Connected Knowledge and Skills 7.1

| Unit | CHECKPOINT | | |
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Process (Tools to Know)

7.20(A) use primary and secondary sources to acquire information [Ⓢ]
 7.20(C) organize and interpret information from a variety of sources [Ⓢ]
 7.22(A) use social studies terminology correctly

connected 7.20(D), 7.20(F)

| Unit | CHECKPOINT | | |
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Content

European Exploration of Texas

- ❖ 7.2(B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca, the search for gold, and the conflicting territorial claims between France and Spain
- 7.1(A) identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including ... Age of Contact ... *Spiral Standard* [Ⓢ]
- 7.1(B) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement ... *Spiral Standard*

| Unit | CHECKPOINT | | |
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European Colonization of Texas

- ❖ 7.2(C) identify important individuals, events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Fray Damián Massanet, Antonio Margil de Jesús, and Francisco Hidalgo
- 7.1(A) identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including ... Spanish Colonial *Spiral Standard* [Ⓢ]
- [Ⓢ] *Spiral Standards: 7.8(C), 7.9(A)*
- 7.1(B) explain the significance of the following dates: ... 1718, founding of San Antonio ... *Spiral Standard*
- [Ⓢ] *Spiral Standard: 7.18(C)*

| Unit | 1 | 2 | 3 |
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Process (Ways to Show)

7.20(B) analyze information in a variety of ways [Ⓢ]
 connected 7.20(E), 7.21(A), 7.21(B), 7.22(B), 7.22(C), 7.23(A)

| Unit | CHECKPOINT | | |
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>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 7 Social Studies

Mexican National Era: Colonization and the Empresario System

7.2 History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas.

Connected Knowledge and Skills 7.1, 7.10, 7.18

| Unit | CHECKPOINT | | |
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Process (Tools to Know)

7.20(A) use primary and secondary sources to acquire information ③
 7.20(C) organize and interpret information from a variety of sources ③
 7.22(A) use social studies terminology correctly

connected 7.20(D), 7.20(F)

| Unit | CHECKPOINT | | |
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Content

Filibustering and Mexican Independence

❖ 7.2(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824 ...

7.1(A) identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including ... Mexican National ... *Spiral Standard* ③

③ *Spiral Standard: 7.1(B)*

| Unit | CHECKPOINT | | |
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Methods of Settlement: Empresarios and Land Grant Colonies

❖ 7.2(F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas

7.18(B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture *Spiral Standard* ③

7.2(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including ... José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery

7.2(E) identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas

7.10(A)* identify why immigrant groups came to Texas and where they settled

③ *Spiral Standard: 7.8(A)*

| Unit | 1 | 2 | 3 |
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Process (Ways to Show)

7.20(B) analyze information in a variety of ways ③

connected 7.20(E), 7.21(A), 7.21(B), 7.22(B), 7.22(C), 7.23(A)

| Unit | CHECKPOINT | | |
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Teacher Learning Report Grade 7 Social Studies

| Texas Revolution | Unit | CHECKPOINT | | |
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| | | 1 | 2 | 3 |
| 7.3 History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. <p style="text-align: right;"><i>Connected Knowledge and Skills 7.16</i></p> | | | | |

| Process (Tools to Know) | Unit | CHECKPOINT | | |
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| | | 1 | 2 | 3 |
| 7.20(A) use primary and secondary sources to acquire information [Ⓢ] 7.20(C) organize and interpret information from a variety of sources [Ⓢ] 7.22(A) use social studies terminology correctly <p style="text-align: right;"><i>connected 7.20(D), 7.20(F)</i></p> | | | | |

| Content | Unit | CHECKPOINT | | |
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| | | 1 | 2 | 3 |
| Road to Revolution | | | | |
| ❖ 7.3(A) describe the chain of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin | | | | |
| 7.16(A) identify different points of view of political parties and interest groups on important Texas issues, past and present <i>Spiral Standard</i> | | | | |
| [Ⓢ] <i>Spiral Standard: 7.1(A)</i> | | | | |
| Key Individuals and Events of the Revolution | | | | |
| ❖ 7.3(C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales; the siege of the Alamo, William B. Travis's letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there; the Constitutional Convention of 1836; Fannin's surrender at Goliad; and the Battle of San Jacinto | | | | |
| [Ⓢ] <i>Spiral Standard: 7.8(C)</i> | | | | |
| 7.3(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis | | | | |
| [Ⓢ] <i>Spiral Standards: 7.1(B), 7.8(A)</i> | | | | |

| Process (Ways to Show) | Unit | CHECKPOINT | | |
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| | | 1 | 2 | 3 |
| 7.20(B) analyze information in a variety of ways [Ⓢ] <p style="text-align: right;"><i>connected 7.20(E), 7.21(A), 7.21(B), 7.22(B), 7.22(C), 7.23(A)</i></p> | | | | |



Teacher Learning Report Grade 7 Social Studies

>> Republic of Texas and Early Statehood

7.4 History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood.

Connected Knowledge and Skills 7.10

| Unit | CHECKPOINT | | |
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Process (Tools to Know)

- 7.20(A) use primary and secondary sources to acquire information ⑩
- 7.20(C) organize and interpret information from a variety of sources ⑩
- 7.22(A) use social studies terminology correctly

connected 7.20(D), 7.20(F)

| Unit | CHECKPOINT | | |
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Content

The Republic of Texas

- ❖ 7.4(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones such as the Texas Navy, the Texas Rangers, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, slavery, and the roles of racial and ethnic groups

⑩ *Spiral Standards: 7.1(A), 7.16(A)*

| Unit | CHECKPOINT | | |
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Immigration: Changing Demographics

- ❖ 7.10(A)* identify why immigrant groups came to Texas and where they settled

⑩ *Spiral Standard: 7.18(B)*

⑩ *Spiral Standard: 7.10(B)*

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Early Statehood

- ❖ 7.4(C)* identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, slavery, and the Compromise of 1850

7.4(B)* analyze the causes of and events leading to Texas annexation such as security and public debt

⑩ *Spiral Standard: 7.1(A)*

⑩ *Spiral Standard: 7.1(B)*

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Process (Ways to Show)

- 7.20(B) analyze information in a variety of ways ⑩

connected 7.20(E), 7.21(A), 7.21(B), 7.22(B), 7.22(C), 7.23(A)

| Unit | CHECKPOINT | | |
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CATHOLIC SCHOOLS
— ARCHDIOCESE OF SAN ANTONIO —

Teacher Learning Report Grade 7 Social Studies

>> *TEKS clusters typically requiring additional time and focus in the curriculum*



Teacher Learning Report Grade 7 Social Studies

>> Civil War and Reconstruction

7.5 History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction.

| Unit | CHECKPOINT | | |
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Process (Tools to Know)

7.20(A) use primary and secondary sources to acquire information ⑩
 7.20(C) organize and interpret information from a variety of sources ⑩
 7.22(A) use social studies terminology correctly

connected 7.20(D), 7.20(F)

| Unit | CHECKPOINT | | |
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Content

Causes of the Civil War

❖ 7.5(A)* explain the central role the expansion of slavery played in the involvement of Texas in the Civil War

⑩ *Spiral Standards: 7.1(A), 7.16(A)*

| Unit | CHECKPOINT | | |
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Events of the Civil War in Texas

❖ 7.5(B)* identify significant events concerning Texas and the Civil War such as the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch

⑩ *Spiral Standard: 7.8(C)*

⑩ *Spiral Standards: 7.1(B), 7.8(A)*

| Unit | CHECKPOINT | | |
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Effects of the Civil War: Reconstruction

❖ 7.5(C)* explain the political, economic, and social effects of the Civil War and Reconstruction in Texas

⑩ *Spiral Standard: 7.1(A)*

| Unit | CHECKPOINT | | |
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Process (Ways to Show)

7.20(B) analyze information in a variety of ways ⑩

connected 7.20(E), 7.21(A), 7.21(B), 7.22(B), 7.22(C), 7.23(A)

| Unit | CHECKPOINT | | |
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>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 7 Social Studies

| >> Texas Government | Unit | CHECKPOINT | | |
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| | | 1 | 2 | 3 |
| <p>7.13 Government. The student understands the basic principles reflected in the Texas Constitution.</p> <p>7.14 Government. The student understands the structure and functions of government created by the Texas Constitution.</p> <p style="text-align: right;"><i>Connected Knowledge and Skills 7.15, 7.16</i></p> | | | | |

| Process (Tools to Know) | Unit | CHECKPOINT | | |
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| | | 1 | 2 | 3 |
| <p>7.20(A) use primary and secondary sources to acquire information ③</p> <p>7.20(C) organize and interpret information from a variety of sources ③</p> <p>7.22(A) use social studies terminology correctly</p> <p style="text-align: right;"><i>connected 7.20(D), 7.20(F)</i></p> | | | | |

| Content | Unit | CHECKPOINT | | |
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| | | 1 | 2 | 3 |
| <p>Principles of the Constitution</p> <p>❖ 7.13(A)* identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights <i>Spiral Standard</i> ③</p> <p>③ <i>Spiral Standard: 7.1(B)</i></p> | | | | |

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| <p>Structure and Function of Government</p> <p>❖ 7.13(B)* compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights</p> <p>7.14(A) describe the structure and functions of government at municipal, county, and state levels</p> <p>7.14(B) identify major sources of revenue for state and local governments such as property taxes, sales taxes, bonds, and fees</p> | | | | |
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| <p>Rights and Responsibilities of Citizenship</p> <p>❖ 7.15(B)* explain civic responsibilities of Texas citizens and the importance of civic participation</p> <p>7.15(A) explain rights of Texas citizens</p> <p>7.16(B)* describe the importance of free speech and press in a democratic society <i>Spiral Standard</i> ③</p> | | | | |
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| Process (Ways to Show) | Unit | CHECKPOINT | | |
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| | | 1 | 2 | 3 |
| <p>7.20(B) analyze information in a variety of ways ③</p> <p style="text-align: right;"><i>connected 7.20(E), 7.21(A), 7.21(B), 7.22(B), 7.22(C), 7.23(A)</i></p> | | | | |

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 7 Social Studies

Cotton, Cattle, Railroads, and Westward Expansion

7.6 History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century.

Connected Knowledge and Skills 7.10, 7.12, 7.17

| Unit | CHECKPOINT | | |
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Process (Tools to Know)

7.20(A) use primary and secondary sources to acquire information ③
 7.20(C) organize and interpret information from a variety of sources ③
 7.22(A) use social studies terminology correctly

connected 7.20(D), 7.20(F)

| Unit | CHECKPOINT | | |
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Content

Expansion of the Frontier

❖ 7.6(A)* identify significant individuals, events, and issues, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker

③ *Spiral Standards: 7.1(A), 7.8(C), 7.9(A), 7.11(A)*

7.6(C)* identify significant individuals, events, and issues, including the effects of the growth of railroads and the contributions of James Hogg

③ *Spiral Standards: 7.19(A), 7.19(D)*

| Unit | CHECKPOINT | | |
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Development of Agriculture

❖ 7.6(D) explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier

③ *Spiral Standards: 7.1(A), 7.8(B), 7.8(C), 7.9(A), 7.19(C)*

7.6(B) identify significant individuals, events, and issues, including the development of the cattle industry from its Spanish beginnings and the cowboy way of life

7.10(A)* identify why immigrant groups came to Texas and where they settled

7.12(A) explain the impact of national and international markets on the production of goods and services in Texas, including agriculture ...

7.17(B) identify the contributions of Texas leaders such as Lawrence Sullivan "Sul Ross" ... ③

③ *Spiral Standards: 7.8(A), 7.9(B), 7.18(C), 7.19(D)*

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Process (Ways to Show)

7.20(B) analyze information in a variety of ways ③
 connected 7.20(E), 7.21(A), 7.21(B), 7.22(B), 7.22(C), 7.23(A)

| Unit | CHECKPOINT | | |
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Teacher Learning Report Grade 7 Social Studies

| Age of Oil | Unit | CHECKPOINT | | |
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| | | 1 | 2 | 3 |
| 7.7 History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries. <p style="text-align: right;"><i>Connected Knowledge and Skills 7.1, 7.10, 7.11, 7.12, 7.19</i></p> | | | | |

| Process (Tools to Know) | Unit | CHECKPOINT | | |
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| | | 1 | 2 | 3 |
| 7.20(A) use primary and secondary sources to acquire information ③ 7.20(C) organize and interpret information from a variety of sources ③ 7.22(A) use social studies terminology correctly <p style="text-align: right;"><i>connected 7.20(D), 7.20(F)</i></p> | | | | |

| Content | Unit | CHECKPOINT | | |
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| | | 1 | 2 | 3 |
| Boom and Bust: Oil | | | | |
| ❖ 7.7(A) explain how the oil industry led to the industrialization of Texas 7.12(B)* explain the impact of economic concepts within the free enterprise system such as supply and demand, profit, and world competition on the economy of Texas ③ ③ <i>Spiral Standards: 7.1(A), 7.9(A), 7.11(A)</i> 7.1(B) explain the significance of the following dates: ... 1901, discovery of oil at Spindletop <i>Spiral Standard</i> 7.7(B) define and trace the impact of “boom-and-bust” cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production... 7.12(A) explain the impact of national and international markets on the production of goods and services in Texas, including ... oil and gas 7.19(B) identify Texas leaders in science and technology such as ... Howard Hughes Sr. ③ <i>Spiral Standard: 7.19(D)</i> | | | | |

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| Urbanization | | | | |
| ❖ 7.11(A)* explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing <i>Spiral Standard</i> 7.10(D) analyze the effects of the changing population distribution and growth in Texas and the additional need for education, health care, and transportation 7.11(B) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas ③ <i>Spiral Standards: 7.8(A), 7.9(B)</i> | | | | |

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| Progressivism and Populism | | | | |
| ❖ 7.7(C)* describe and compare the impact of reform movements in Texas in the 19th and 20th centuries such as progressivism, populism, women's suffrage, agrarianism, labor reform ... ③ <i>Spiral Standard: 7.16(A)</i> | | | | |

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| World War I | | | | |
| ❖ 7.7(E)* analyze the political, economic, and social impact of major events, including World War I, ... on the history of Texas | | | | |



Teacher Learning Report Grade 7 Social Studies

Ⓢ Spiral Standards: 7.19(A), 7.19(D)

| Process (Ways to Show) | Unit | CHECKPOINT | | |
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| | | 1 | 2 | 3 |
| 7.20(B) analyze information in a variety of ways Ⓢ <i>connected 7.20(E), 7.21(A), 7.21(B), 7.22(B), 7.22(C), 7.23(A)</i> | | | | |



Teacher Learning Report Grade 7 Social Studies

Great Depression and World War II

7.7 History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries.

Connected Knowledge and Skills 7.11, 7.12, 7.17, 7.19

| Unit | CHECKPOINT | | |
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Process (Tools to Know)

7.20(A) use primary and secondary sources to acquire information ③
 7.20(C) organize and interpret information from a variety of sources ③
 7.22(A) use social studies terminology correctly

connected 7.20(D), 7.20(F)

| Unit | CHECKPOINT | | |
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Content

The Great Depression and Dust Bowl

❖ 7.7(E)* analyze the political, economic, and social impact of ... the Great Depression, ... and significant issues in the ... early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas

7.12(B)* explain the impact of economic concepts within the free enterprise system such as supply and demand, profit, and world competition on the economy of Texas ③

③ *Spiral Standards: 7.1(A), 7.8(C), 7.9(A), 7.10(D)*

7.7(B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching ... banking ...

7.17(B) identify the contributions of Texas leaders such as ... John Nance Garner ("Cactus Jack") ... Sam Rayburn ③

③ *Spiral Standards: 7.9(B), 7.10(B)*

| Unit | CHECKPOINT | | |
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Texas During World War II

❖ 7.7(E)* analyze the political, economic, and social impact of major events, including ... World War II, ... on the history of Texas

7.11(A)* explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing *Spiral Standard*

7.17(A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States

7.11(B) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas

7.12(A) explain the impact of national and international markets on the production of goods and services in Texas, including agriculture and oil and gas

7.19(E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world

③ *Spiral Standards: 7.8(A), 7.19(A), 7.19(D)*

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Process (Ways to Show)

7.20(B) analyze information in a variety of ways ③
 connected 7.20(E), 7.21(A), 7.21(B), 7.22(B), 7.22(C), 7.23(A)

| Unit | CHECKPOINT | | |
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Teacher Learning Report Grade 7 Social Studies

| Civil Rights and Conservatism | Unit | CHECKPOINT | | |
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| | | 1 | 2 | 3 |
| <p>7.15 Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society.</p> <p>7.17 Citizenship. The student understands the importance of effective leadership in a democratic society.</p> <p style="text-align: right;">Connected Knowledge and Skills 7.7, 7.10</p> | | | | |
| Process (Tools to Know) | Unit | CHECKPOINT | | |
| | | 1 | 2 | 3 |
| <p>7.20(A) use primary and secondary sources to acquire information ③</p> <p>7.20(C) organize and interpret information from a variety of sources ③</p> <p>7.22(A) use social studies terminology correctly</p> <p style="text-align: right;"><i>connected 7.20(D), 7.20(F)</i></p> | | | | |
| Content | Unit | CHECKPOINT | | |
| | | 1 | 2 | 3 |
| Changing Demographics in Texas | | | | |
| <ul style="list-style-type: none"> ❖ 7.10(D) analyze the effects of the changing population distribution and growth in Texas and the additional need for education, health care, and transportation 7.7(E)* analyze the political, economic, and social impact of ... significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas 7.10(A) identify why immigrant groups came to Texas and where they settled 7.15(A) explain rights of Texas citizens <p>③ <i>Spiral Standard: 7.10(B)</i></p> | | | | |
| Civil Rights in Texas | | | | |
| <ul style="list-style-type: none"> ❖ 7.7(D)* describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements such as James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White 7.7(E)* analyze the political ... and social impact of ... significant issues in the latter half of the 20th and early 21st centuries such as political ... controversies, immigration, and migration on the history of Texas 7.17(A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States <p>③ <i>Spiral Standards: 7.1(A), 7.13(A), 7.16(A)</i></p> <p>7.15(A) explain rights of Texas citizens</p> <p>7.17(B) identify the contributions of Texas leaders such as ... Henry B. González, ... Barbara Jordan, Raymond L. Telles, ... and Raul A. Gonzalez Jr. ③</p> | | | | |
| The Conservative Movement | | | | |
| <ul style="list-style-type: none"> ❖ 7.7(C)* describe and compare the impact of reform movements in Texas in the ... 20th centuries such as ... the conservative movement of the late 20th century 7.7(E)* analyze the ... significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, ... on the history of Texas 7.15(B)* explain civic responsibilities of Texas citizens and the importance of civic participation 7.17(A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States <p>③ <i>Spiral Standards: 7.13(A), 7.16(A)</i></p> <p>7.17(B) identify the contributions of Texas leaders such as ... James A. Baker III, ... Kay Bailey Hutchison, ... ③</p> | | | | |



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| Process (Ways to Show) | Unit | CHECKPOINT | | |
|----------------------------------------------------------------------------------------------------------------------------------------|------|------------|---|---|
| | | 1 | 2 | 3 |
| 7.20(B) analyze information in a variety of ways [Ⓢ] <i>connected 7.20(E), 7.21(A), 7.21(B), 7.22(B), 7.22(C), 7.23(A)</i> | | | | |



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>> Contemporary Texas

- 7.10 Geography.** The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries.
- 7.12 Economics.** The student understands the interdependence of the Texas economy with the United States and the world.

Connected Knowledge and Skills 7.7, 7.11, 7.14, 7.15, 7.17, 7.18, 7.19

| Unit | CHECKPOINT | | |
|------|------------|---|---|
| | 1 | 2 | 3 |
| | | | |

Process (Tools to Know)

- 7.20(A) use primary and secondary sources to acquire information ⑧
- 7.20(C) organize and interpret information from a variety of sources ⑧
- 7.22(A) use social studies terminology correctly

connected 7.20(D), 7.20(F)

| Unit | CHECKPOINT | | |
|------|------------|---|---|
| | 1 | 2 | 3 |
| | | | |

Content

The Texas Economy Today: Innovation in Industry

- ❖ 7.12(B)* explain the impact of economic concepts within the free enterprise system such as supply and demand, profit, and world competition on the economy of Texas ⑧

⑧ *Spiral Standards: 7.9(A), 7.11(A), 7.19(C)*

- 7.7(B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology
- 7.11(B) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas
- 7.12(A) explain the impact of national and international markets on the production of goods and services in Texas, including agriculture and oil and gas
- 7.12(C) analyze the impact of significant industries in Texas such as aerospace, medical, and computer technologies on local, national, and international markets
- 7.19(B) identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, ...
- 7.19(E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world

⑧ *Spiral Standards: 7.9(B), 7.19(A), 7.19(D)*

| Unit | CHECKPOINT | | |
|------|------------|---|---|
| | 1 | 2 | 3 |
| | | | |

Immigration and Migration in Texas Today

- ❖ 7.10(D) analyze the effects of the changing population distribution and growth in Texas and the additional need for education, health care, and transportation
- 7.7(E)* analyze the ... significant issues in the latter half of the 20th and early 21st centuries such as ... immigration, and migration on the history of Texas
- 7.10(A)* identify why immigrant groups came to Texas and where they settled
- 7.10(C)* describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution

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Ⓢ *Spiral Standard: 7.10(B)*

>> *TEKS clusters typically requiring additional time and focus in the curriculum*

(continued)



Teacher Learning Report Grade 7 Social Studies

| >> Contemporary Texas (continued) | Unit | CHECKPOINT | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------|---|---|
| | | 1 | 2 | 3 |
| <p>7.10 Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19, 20th and 21st centuries.</p> <p>7.12 Economics. The student understands the interdependence of the Texas economy with the United States and the world.</p> <p style="text-align: right;">Connected Knowledge and Skills 7.7, 7.11, 7.14, 7.15, 7.17, 7.18, 7.19</p> | | | | |

| Content | Unit | CHECKPOINT | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------|---|---|
| | | 1 | 2 | 3 |
| Texas Art and Culture Today | | | | |
| <p>❖ 7.18(A) explain how the diversity of Texas is reflected in a variety of cultural activities and celebrations [Ⓢ]</p> <p>Ⓢ <i>Spiral Standards: 7.8(B), 7.18(B)</i></p> <p>7.18(D) identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote</p> <p>Ⓢ <i>Spiral Standard: 7.8(A)</i></p> | | | | |

| Texas Politics Today | Unit | 1 | 2 | 3 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---|---|---|
| <p>❖ 7.15(B)* explain civic responsibilities of Texas citizens and the importance of civic participation</p> <p>7.7(E)* analyze the ... significant issues in the ... early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas</p> <p>7.14(A) describe the structure and functions of government at municipal, county, and state levels</p> <p>7.17(A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States</p> <p>Ⓢ <i>Spiral Standards: 7.1(A), 7.13(A), 7.16(A)</i></p> <p>7.15(A) explain rights of Texas citizens</p> <p>Ⓢ <i>Spiral Standard: 7.16(B)</i></p> | | | | |

| Process (Ways to Show) | Unit | CHECKPOINT | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------|---|---|
| | | 1 | 2 | 3 |
| <p>7.20(B) analyze information in a variety of ways [Ⓢ]</p> <p style="text-align: right;"><i>connected 7.20(E), 7.21(A), 7.21(B), 7.22(B), 7.22(C), 7.23(A)</i></p> | | | | |

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 7 Social Studies

| PROCESS STANDARDS: SOCIAL STUDIES SKILLS | | Unit | CHECKPOINT | | |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------|---|---|
| | | | 1 | 2 | 3 |
| 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. | Tools to Know | | | |
| 7.21 | The student uses geographic tools to collect, analyze, and interpret data. | | | | |
| 7.22 | The student communicates in written, oral, and visual forms. | Ways to Show | | | |
| 7.23 | The student uses problem-solving and decision-making skills, working independently and with others. | | | | |

| TOOLS TO KNOW | | Unit | CHECKPOINT | | |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------|---|---|
| | | | 1 | 2 | 3 |
| Using and Evaluating Sources | 7.20(A) differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas ③ | | | | |
| | 7.20(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps ③ | | | | |
| | 7.20(F) evaluate the validity of a source based on corroboration with other sources and information about the author | | | | |
| Understanding Context and Point of View | 7.20(D) identify bias and points of view from the historical context surrounding an event that influenced the participants | | | | |
| Understanding Vocabulary and Terms | 7.22(A) use social studies terminology correctly | | | | |

| WAYS TO SHOW | | Unit | CHECKPOINT | | |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------|---|---|
| | | | 1 | 2 | 3 |
| Analyzing Information | 7.20(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions ③ | | | | |
| Representing and Communicating Information | 7.22(B) use effective written communication skills, including proper citations and avoiding plagiarism | | | | |
| | 7.22(C) create written, oral, and visual presentations of social studies information | | | | |
| Researching | 7.23(A) use problem-solving and decision-making processes 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 | | | | |
| Understanding the Impact of Geography | 7.21(A) create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries | | | | |
| | 7.21(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries | | | | |
| Supporting a | 7.20(E) support a point of view on a social studies issue or event | | | | |



CATHOLIC SCHOOLS
— ARCHDIOCESE OF SAN ANTONIO —

Teacher Learning Report Grade 7 Social Studies

Point of View

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Teacher Learning Report Grade 7 Social Studies

| SPIRAL STANDARDS (content standards included in many/most units of instruction to add perspective and depth to content across chronology of the course) | | Unit | CHECKPOINT | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------|---|---|
| | | | 1 | 2 | 3 |
| Historical Points of Reference Spiral Standards | | | | | |
| 7.1(A) | identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas ③ | | | | |
| 7.1(B) | explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop ③ | | | | |
| Political Spiral Standards | | | | | |
| 7.13(A)* | identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights ③ | | | | |
| 7.16(A)* | identify different points of view of political parties and interest groups on important Texas issues, past and present | | | | |
| 7.16(B)* | describe the importance of free speech and press in a democratic society ③ | | | | |
| Economic Spiral Standards | | | | | |
| 7.11(A)* | explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing | | | | |
| 7.19(C) | analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries ③ | | | | |
| 7.19(A) | compare types and uses of technology, past and present ③ | | | | |
| 7.19(D)* | evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land ③ | | | | |
| Geographic Spiral Standards | | | | | |
| 7.8(B)* | locate and compare places of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest ③ | | | | |
| 7.8(C)* | analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas ③ | | | | |
| 7.9(A)* | identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications ③ | | | | |
| 7.8(A) | locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions ③ | | | | |
| 7.9(B) | explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas ③ | | | | |
| 7.10(B) | describe how immigration and migration to Texas have influenced Texas ③ | | | | |
| Social Spiral Standards | | | | | |
| 7.18(B)* | describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture ③ | | | | |
| 7.18(C) | identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts ③ | | | | |



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Research

Spring: Complete the research project through independent research and an independent writing product.

-Students will identify a question on a given topic from Social Studies. Questions can be different for each student.

-Students will gather research to answer their research question using print, digital and primary sources

-Students will synthesize the information and formulate 7 paragraphs (6-8) sentences each) to share the information. This should include an introduction, 5 body paragraphs, and a conclusion.