

## Texas History Curriculum Timeline

<i>Dates</i>	<i>Concepts</i>	<i>TEKS Covered</i>	<i>Aligned to 8<sup>th</sup>, 10<sup>th</sup> &amp; 11<sup>th</sup> Grade TAKS and TEKS</i>
<p><i>First Six Weeks<sup>h</sup></i></p>	<p><i>The Geography of Texas</i>  <i>"Land of Contrasts"</i>   <i>"Regions of Texas"</i>   <i>"Native Texans"</i>   <i>"Early Explorers"</i></p>	<p><i>7.1 A,B,C 7.2A, 7.3B</i>  <i>7.4A,B 7.5A, 7.7A,B,C</i>  <i>7.8B, 7.9A,C 7.10C,</i>  <i>7.12A,B, 7.13A</i>  <i>7.14A,B</i>  <i>7.16A 7.17B, 7.19B,</i>  <i>7.20C, 7.21A,B,C,D,E,F</i>  <i>7.22A,B,C,D</i></p>	<p>(7.1) <b>History.</b> The student understands traditional historical points of reference in Texas history. The student is expected to</p> <p>(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and <b>(8.1B)</b></p> <p>(C) explain the significance of the following dates: 1519, 1718, 1821, 1836, 1845, and 1861. <b>(8.1C)</b></p> <p>(7.3) <b>History.</b> The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p> <p>(B) explain the issues surrounding significant events of the Texas Revolution, including the battle of Gonzales, the siege of the Alamo, the convention of 1836, Fannin's surrender at Goliad, and the battle of San Jacinto. <b>(8.16C)</b></p> <p>(7.4) <b>History.</b> The student understands how individuals, events, and issues shaped the history of the Republic of Texas and</p>

<p>Second Six Weeks</p>	<p><i>"Missions &amp; Settlements"</i></p> <p><i>"End of Spanish Rule"</i></p> <p><i>"Age of Empresarios"</i></p> <p><i>"Growing Tensions"</i></p> <p><i>"Road to Independence"</i></p> <p><i>"Presidential Election"</i></p>	<p>7. 1B,C 7. 2A,B,C,D,E,F 7. 3A,B, 7. 8A,B 7. 9A,B,C 7. 10A,B 7. 11A,B,D 7. 14A,B, 7. 19A,C 7. 21A,B,C,D,E,F,H 7. 22A,B,C,D</p>	<p>early Texas statehood. The student is expected to:</p> <p>(A) identify individuals, events, and issues during the Republic of Texas and early Texas statehood, including 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; and <b>(8.6D,E)</b></p> <p>(B) analyze the causes of and events leading to Texas statehood. <b>(8.6C, D, E, 8.7D)</b></p> <p>(7.5) <b>History.</b> The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:</p> <p>(A) explain reasons for the involvement of Texas in the Civil War; and <b>(8.7A, B, C, D)</b></p> <p>(7.7) <b>History.</b> The student understands how individuals, events, and issues shaped the history of Texas during the 20th century. The student is expected to:</p> <p>(A) define the impact of "boom and bust" and trace the boom-and-bust cycle of leading Texas industries throughout the 20th century, including farming, oil and gas, cotton, cattle ranching, real estate, and banking; <b>(US13,A, B, C)</b></p>
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<p>Third Six Weeks</p>	<p><i>"The Alamo &amp; Goliad"</i></p> <p><i>"Independence Won"</i></p> <p><i>"The Lone Star Republic"</i></p> <p><i>"Pioneer Life" (optional)</i></p>	<p>7. 1B,C 7.3A,B 7.4A,B  7.8A 7.9A 7.10B 7.11A  7.13D 7.17A 7.18A  7.19A,C  7.21A,B,C,D,E  7.22A,B,C,D  7.23A</p>	<p>(B) evaluate the Progressive and other reform movements in Texas in the 19th and 20th centuries <b>(8.25B US4A, B)</b></p> <p>(C) trace the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James Farmer, Hector P. García, Oveta Culp Hobby, and Lyndon B. Johnson; <b>(US7A,B,C and US21A, D)</b></p> <p>(7.8) <b>Geography.</b> The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>(B) pose and answer questions about geographic distributions and patterns in Texas during the 19th and 20th centuries. <b>(8.10B)</b></p> <p>(7.9) <b>Geography.</b> The student understands the location and characteristics of places and regions of Texas. The student is expected to:</p> <p>(A) locate places and regions of importance in Texas during the 19th and 20th centuries;</p> <p>(C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas. <b>(8.11C)</b></p> <p>7.10) <b>Geography.</b> The student</p>
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<p>Fourth Six Weeks<sup>h</sup></p>	<p><i>"Manifest Destiny"</i></p> <p><i>"Mexican War &amp; Steps to the Civil War"</i></p> <p><b>Teachers will use History Alive's Westward Expansion and Civil War binders to teach concepts.</b></p>	<p>7. 1A,B,C 7. 4A,B 7. 5A,B 7. 8A,B 7. 9A 7. 10B 7. 11A,B 7. 18A,B 7. 19A 7. 21D 8. 1A,B,C 8. 6B,C,E 8. 7B,C 8. 11A 8. 12A 8. 13B 8. 18B 8. 25A 8. 30B,D</p>	<p>understands the effects of the interaction between humans and the environment in Texas during the 19th and 20th centuries. The student is expected to:</p> <p>(B) explain ways in which geographic factors have affected the political, economic, and social development of Texas. <b>(8.12A)</b></p> <p>(7.11) <b>Geography.</b> The student understands the characteristics, distribution, and migration of population in Texas in the 19th and 20th centuries. The student is expected to:</p> <p>(C) analyze the effects of the changing population distribution in Texas during the 20th century; and <b>(US11A)</b></p> <p>(7.12) <b>Economics.</b> The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:</p> <p>(A) explain economic factors that led to the urbanization of Texas; <b>(WG6A)</b></p> <p>(B) trace the development of major industries that contributed to the urbanization of Texas; and <b>(WG6A)</b></p> <p>(7.13) <b>Economics.</b> The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:</p>
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<p><i>Fifth Six Weeks</i></p>	<p>"Civil War"</p> <p>"Reconstruction"</p> <p>"Indian War"</p> <p>"Cowboys"</p>	<p>7. 1B 7. 3B 7. 5A, B  7. 6A, B  7. 7A 7. 8B 7. 9A, C  7. 10B 7. 14A 7. 17A, C  7. 18A 7. 19A, B, C  7. 20A, C, E  7. 21 A, B, C, E, F  7. 22A, B, C, D  7. 23A,</p>	<p>(A) analyze the impact of national and international markets and events on the production of goods and services in Texas; <b>(US14E)</b></p> <p>(7.14) <b>Government.</b> The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</p> <p>(A) identify how the Texas Constitution reflects the principles of limited government, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and <b>(8.16D)</b></p> <p>(B) identify the influence of ideas from the U.S. Constitution on the Texas Constitution. <b>(8.16D)</b></p> <p>(7.16) <b>Citizenship.</b> The student understands the rights and responsibilities of Texas citizens. The student is expected to:</p> <p>(A) summarize the rights guaranteed in the Texas Bill of Rights; and <b>(8.20A, B)</b></p> <p>(7.17) <b>Citizenship.</b> The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</p> <p>(B) describe the importance of free speech and press in a democratic society; and</p>
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<p><i>Sixth Six Weeks</i></p>	<p>“Oil and Twentieth Texas”</p> <p>“The Modern Era”</p> <p>“Potpourri”</p>	<p>7. 1A,B,C 7.6B</p> <p>7. 7A,B,C,D</p> <p>7. 8A,B</p> <p>7. 9A,C,</p> <p>7. 10B</p> <p>7. 11A,B,C</p> <p>7. 12A,B,C</p> <p>7. 13A,B,C</p> <p>7. 18A,B</p> <p>7. 19A</p> <p>7. 29A,B,C,D</p>	<p><b>(8.22B)</b></p> <p>(7.19) <b>Culture.</b> The student understands the concept of diversity within unity in Texas. The student is expected to:</p> <p>(B) describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture; and</p> <p><b>(8.24D)</b></p> <p>(7.20) <b>Science, technology, and society.</b> The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</p> <p>(C) analyze the effects of scientific discoveries and technological innovations, such as barbed wire, the windmill, and oil, gas, and aerospace industries, on the developments of Texas; <b>(8.28A, US22A)</b></p> <p>(7.21) <b>Social studies skills.</b> The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</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</p>
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