

Seventh Grade Texas History

Module Correlation Chart

Texas Essential Knowledge and Skills (TEKS)

Texas Essential Knowledge and Skills	Modules
(a) Introduction.	
(1) In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including the cultures of Native Americans living in Texas prior to European exploration and the eras of mission-building, colonization, revolution, republic, and statehood. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations such as barbed wire and the oil and gas industries on the development of Texas. Students use primary and secondary sources to acquire information about Texas.	
(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies and autobiographies; novels; speeches, letters, and diaries; and poetry, songs, and artworks is encouraged. Selections may include a biography of Barbara Jordan or Lorenzo de Zavala and William B. Travis' letter "To the People of Texas and All Americans in the World." Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.	
(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes with the history and geography strands establishing a sense of time and a sense of place. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.	
(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of	

patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).	
(b) Knowledge and skills.	
(1) Exploration and colonization of Texas. The student shall be provided opportunities to:	
(A) describe the location, history, and cultures of the early inhabitants of Texas	1-9
(B) analyze the reasons for, locations of, and results of European exploration and colonization	1-5
(C) explain the roles of and contributions of notable individuals representative of various racial, ethnic, religious, and cultural backgrounds in the exploration, colonization, and development of Texas	1-9
(2) Achievement of Texas independence and statehood. The student shall be provided opportunities to:	
(A) analyze reasons for and effects of Anglo-American settlement of Texas	2-9
(B) analyze reasons for conflict with Mexico	1-5
(C) describe major events of the Texas Revolution (including the significance of the Texas Declaration of Independence, the Alamo, and the Battle of San Jacinto)	2-4
(D) analyze the problems and successes of the Republic of Texas	4,5
(E) describe the developments and events leading to annexation and statehood	5,6
(F) analyze the causes and results of the Mexican-American War	5,6
(G) analyze reasons for and the involvement of Texas and Texans in the Civil War	5,6
(H) explain the roles of notable individuals of various ethnic, racial, and cultural backgrounds in Texas independence, statehood, and the Civil War	1-6
(3) Political, economic, geographic/environmental, and social developments in Texas, post-Civil War to the 20th century. The student shall be provided opportunities to:	
(A) analyze the political, economic, and social effects of the Civil War and Reconstruction on Texas	5-8
(B) analyze the effects of the Constitution of 1876 on political developments	5-8
(C) describe ethnic, racial, and cultural groups and individuals who settled in Texas (including reasons for immigration, patterns of settlement, and way of life)	5-9

(D)	analyze the role of natural resources and major industries (e.g., agriculture, railroads, cattle) in the economic development of Texas	1-9
(E)	explain the extension of the frontier and its impact on settlers and Native Americans	2-6
(F)	identify the major political, economic, and social issues and leaders of the period	5-8
(4)	Economic, political, and social development of Texas in the 20th century. The student shall be provided opportunities to:	
(A)	analyze the changes in the Texas economy and its relationship to the United States and the world	7-9
(B)	analyze the reasons for and the effects of urbanization of the state	4-7
(C)	describe the involvement of Texans in foreign conflicts	6-9
(D)	analyze the problems and progress in the state's educational system	2-9
(E)	analyze the development and the economic, political, and social impact of a changing multicultural population	7-9
(F)	describe changes in the structures and functions of government at the municipal, county, and state levels	6-9
(G)	describe the changes in the composition of political parties in Texas and their relationships to the national political scene	7-9
(H)	describe developments in culturally related fields (e.g., art, music, drama, literature, etc.)	9
(I)	explain the roles of and contributions by notable individuals and groups representative of the various ethnic, social, and cultural backgrounds in state, national, and international settings	7-9
(5)	Geographic influences on the development of Texas. The student shall be provided opportunities to:	
(A)	describe the major physical and cultural features of the regions of the state	1-9
(B)	locate and explain the importance of selected places	1-9
(C)	analyze the interrelationships of physical features and distribution of natural resources on population movements, economic development, and patterns of settlement	1-9
(D)	analyze impact of human activities on the natural environment of the state	1-9
(6)	Respect for self and others. The student shall be provided opportunities to:	
(A)	be aware of and respect differing values and beliefs among individuals and groups	1-9
(B)	recognize how societal values affect individual beliefs and values	1-9

(7)	Democratic beliefs and personal responsibility. The student shall be provided opportunities to:	
(A)	accept the consequences of one's decisions and actions	8-9
(B)	understand the underlying principals of the Texas Declaration of Independence and Constitution, including the Bill of Rights	2-7
(C)	identify personal responsibility in the use and preservation of the natural environment	8-9
(D)	value open-mindedness, tolerance of different opinions, civic participation, and compromise as important aspects of the political process	2-9
(E)	respect and support the laws of one's society and work responsibly to change laws one considers to be unjust	2-9
(F)	support the democratic processes of the republican form of government	3-9
(G)	support the basic values of American society (e.g., justice, responsibility, political and religious freedom, private property, voluntary exchange, and respect for the law)	3-9
(8)	Support for the American economic system. The student shall be provided opportunities to:	
(A)	recognize the role of profit and competition in the American economic system	4-9
(B)	acknowledge the role of government in regulating competition of both consumers and producers	5-9
(C)	acknowledge the right of individuals to acquire, responsibly use, and dispose of property	1-9
(D)	recognize that citizens, through legal political activities, can influence economic decisions made by government	8-9
(9)	Application of social studies skills. The student shall be provided opportunities to:	
(A)	analyze, synthesize, and evaluate information	1-9
(B)	interpret visual materials (e.g., charts, graphs, pictures, maps)	1-9
(C)	distinguish fact from opinion	6
(D)	sequence historical data	2-9
(E)	perceive cause/effect relationships	1-9
(F)	use problem-solving skills	1-9
(G)	apply decision-making skills	1-9