

# Social Studies, Grade 7

**Time on Task:** 3.5 hours per week

## Course Philosophy

In history/social studies the student will acknowledge that mankind began with a grand design from God the creator preserving man's beginning and purpose through His word allowing His truths to be passed on to generations to complete His purpose on Earth.

## Course Description

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 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 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.

<b>Goals and Objectives</b>	<b>Scope and Sequence</b>	<b>Spiritual Goals</b>
<p><b>Texas Essential Knowledge and Skills (TEKS)</b></p> <p><b>§113.23. Social Studies, Grade 7.</b></p> <p><b>(a) Introduction.</b></p> <p>(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</p>	<ul style="list-style-type: none"><li>• The Land and Early Inhabitants<ul style="list-style-type: none"><li>○ The Geographic Setting of Texas</li><li>○ Native Texans</li></ul></li><li>• Early Explorers and European Settlements<ul style="list-style-type: none"><li>○ Exploring Texas: 1519-1700</li><li>○ Spanish Rule in Texas: 1682-1821</li></ul></li><li>• Colonization and Revolution<ul style="list-style-type: none"><li>○ Colonization and the Empresarios: 1821-1836</li></ul></li></ul>	<p><b>God's intended purpose for history/social studies:</b></p> <ol style="list-style-type: none"><li>1. To understand that God has directed that written records be kept. (Daniel 12:4, 8, 9)</li><li>2. To recognize that God expects us to learn from a knowledge of our past behavior. (Psalm 78)</li><li>3. To show that giving thanks to the Creator is important. (Psalm 92:1)</li><li>4. To show students that God has purpose in what He does. (Deuteronomy 7:7, 8)</li><li>5. To show that God leads social groups, leaders, and families when they look to Him for guidance.</li></ol>

<p>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.</p> <p>(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.</p> <p>(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.</p> <p>(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</p>	<ul style="list-style-type: none"> <li>○ Steps Toward Revolution: 1827-1836</li> <li>○ Road to the Alamo: 1836</li> <li>○ Retreat to Victory: 1836</li> <li>• Independence Through Construction <ul style="list-style-type: none"> <li>○ The Republic of Texas: 1836-1845</li> <li>○ Statehood: 1845-1861</li> <li>○ Immigration and Migration to Texas: 1836-1861</li> <li>○ The Civil War and Reconstruction: 1861-1876</li> </ul> </li> <li>• Growth and Development <ul style="list-style-type: none"> <li>○ Closing the Frontier: 1866-1888</li> <li>○ Farming and Ranching in the Late 1800s</li> <li>○ The New Economics: 1850-1910</li> </ul> </li> <li>• Texas in the Twentieth Century <ul style="list-style-type: none"> <li>○ Modern Texas Emerges: 1900-1929</li> <li>○ Depression and War: 1929-1950</li> <li>○ Growth and Change: 1950-1969</li> <li>○ Challenges and Opportunities: 1970-2000</li> </ul> </li> <li>• Texas in the Twenty-first Century <ul style="list-style-type: none"> <li>○ Texas Government</li> </ul> </li> </ul>	<p>(I Samuel 23:2)</p> <ol style="list-style-type: none"> <li>6. To recognize that God wants us to learn history. (Deuteronomy 1:1-4:2; Joshua 24:1-13)</li> <li>7. To recognize all believers are a part of God's plan. (Ephesians 2:20; Romans 6;13)</li> <li>8. To understand God controls the rise and fall of empires and nations and leaders. (Proverbs 8:15, 16; Romans 13:1)</li> <li>9. To gain an awareness and appreciation of Christ-like qualities in men and women who influenced American history so that students will emulate those qualities. (John 1:12; Ephesians 1:4-6)</li> <li>10. To recognize the importance of praying for our government leaders to look to God for guidance. (Jeremiah 29:7; I Timothy 2:1-3)</li> <li>11. To understand God is interested in all nations and in persons from those nations. (Psalm 96:1-10; Mark 16:15)</li> <li>12. To recognize god is responsible for the contour of the earth. (Nehemiah 9:6; Job 28:9-11)</li> <li>13. To appreciate that God gave land to all tribes and nations and is concerned about boundaries. (Numbers 34:1-28; Acts 17:26)</li> </ol> <p><b>Biblical Integration Truth Statements</b></p> <ol style="list-style-type: none"> <li>1. <i>What is prime reality, the really real?</i></li> </ol>
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<p>our state and nation as referenced in the Texas Education Code, §28.002(h).</p> <p><b>(b) Knowledge and skills.</b></p> <p><b>(1) History.</b> The student understands traditional historical points of reference in Texas history. <i>The student is expected to:</i></p> <p>(A) identify the major eras in Texas history and describe their defining characteristics;</p> <p>(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p> <p>(C) explain the significance of the following dates: 1519, 1718, 1821, 1836, 1845, and 1861.</p> <p><b>(2) History.</b> The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas. <i>The student is expected to:</i></p> <p>(A) compare the cultures of Native Americans in Texas prior to European colonization;</p> <p>(B) identify important individuals, events, and issues related to European exploration and colonization of Texas, including the establishment of Catholic missions;</p> <p>(C) identify the contributions of significant individuals including Moses Austin, Stephen F. Austin, and Juan Seguín during the colonization of Texas;</p> <p>(D) identify the impact of the Mexican federal Constitution of 1824 on events in Texas;</p>	<ul style="list-style-type: none"> <li>○ Citizens and the Living Heritage of Texas</li> <li>○ Challenges of the Future</li> </ul> <p><b>Correlation with TEKS</b> <b><u>Lone Star: The Story of Texas</u></b> Prentice Hall, Student ISBN 0-13-058625-0 Teacher ISBN 0-13-058626-9</p> <p>Bible Worldview #2 Ch. 3: Sec 1, 2, 3, 4, 5 Ch. 4: Sec 1, 2, 3, 4 Ch. 3: Sec 1, 2, 3, 4, 5 Ch. 4: Sec. 1, 2, 3, 4 Ch 4: Sec. 1</p> <p>Ch. 2: Sec. 1, 2, 3, 4, 5</p> <p>Ch. 2: Sec, 2, 4, 5 Ch. 4: Sec. 1, 2, 4</p> <p>Ch. 5, Sec. 2</p> <p>Ch. 5, Sec. 1; Ch. 7, Sec. 2</p>	<p>God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p> <ol style="list-style-type: none"> <li>a. God designed, created, and sustains His creation. (Genesis 1:1-31)</li> <li>b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)</li> <li>c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)</li> <li>d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)</li> <li>e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)</li> </ol> <p><b>2. <i>What is the nature of external reality, that is, the world around us?</i></b></p> <ol style="list-style-type: none"> <li>a. God is the source of everything and created the universe out of nothing. (Genesis 1:1)</li> <li>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</li> <li>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</li> <li>d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1)</li> </ol> <p><b>3. <i>What is a human being?</i></b></p> <ol style="list-style-type: none"> <li>a. God created humans to know Him intimately and to have a loving relationship with Him.</li> </ol>
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<p>(E) trace the development of events that led to the Texas Revolution, including the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin; and</p> <p>(F) contrast Spanish and Anglo purposes for and methods of settlement in Texas.</p> <p><b>(3) History.</b> The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. <i>The student is expected to:</i></p> <p>(A) 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, and William B. Travis; and</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.</p> <p><b>(4) History.</b> The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. <i>The student is expected to:</i></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</p> <p>(B) analyze the causes of and events leading to Texas statehood.</p> <p><b>(5) History.</b> The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. <i>The student is expected to:</i></p> <p>(A) explain reasons for the involvement of Texas in the Civil War; and</p> <p>(B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.</p> <p><b>(6) History.</b> The student understands how individuals, events, and</p>	<p>Ch. 6: Sec. 2</p> <p>Ch. 6, Sec. 1</p> <p>Bible Worldview #3 Ch. 7: Sec. 1, 2, 3, 4 Ch. 8: Sec. 1, 2, 3, 4</p> <p>Ch. 7: Sec. 1, 2, 3, 4 Ch. 8: Sec. 1, 2, 3, 4</p> <p>Bible Worldview #3 Ch. 10: Sec. 1, 2, 3, 4 Ch. 12: Sec. 4; Ch. 13: Sec. 4</p> <p>Ch. 9: Sec. 1</p> <p>Bible Worldview #2 Ch. 12: Sec. 1 Ch. 12: Sec. 2</p>	<p>(Psalm 100:3)</p> <p>b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</p> <p>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</p> <p>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</p> <p>e. Sin is rebellion against God's wishes and ways and this destroys our relationship with God. (Romans 8:7-8)</p> <p>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p><b>4. What happens to a person at death?</b></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and</p>
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<p>issues shaped the history of Texas from Reconstruction through the beginning of the 20th century.</p> <p><i>The student is expected to:</i></p> <p>(A) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the 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 effects of the growth of railroads, the buffalo soldiers, James Hogg, Cynthia Parker, and Spindletop; and</p> <p>(B) explain the political, economic, and social impact of the cattle and oil industries and the development of West Texas resulting from the close of the frontier.</p> <p><b>(7) History.</b> The student understands how individuals, events, and issues shaped the history of Texas during the 20th century.</p>	<p>Bible Worldview #3 Ch. 13: Sec. 2</p> <p>Ch. 13: Sec. 3</p>	<p>love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p>
<p><i>The student is expected to:</i></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;</p> <p>(B) evaluate the Progressive and other reform movements in Texas in the 19th and 20th centuries;</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;</p> <p>(D) analyze the political, economic, and social impact of major wars, including World War I and World War II, on the history of Texas;</p> <p>(E) trace the emergence of the two-party system in Texas during the second half of the 20th century.</p> <p><b>(8) Geography.</b> The student uses geographic tools to collect, analyze, and interpret data.</p> <p><i>The student is expected to:</i></p> <p>(A) create thematic maps, graphs, charts, models, and</p>	<p>Bible Worldview #3 Ch. 15: Sec. 1 Ch. 16: Sec. 2</p> <p>Ch. 15: Sec. 4 Ch. 16: Sec. 3 Ch. 17: Sec. 4 Ch. 19: Sec. 1</p> <p>Ch. 16: Sec. 1 Ch. 18: Sec. 5 Ch. 19: Sec. 3 Ch. 18: Sec. 1</p> <p>Bible Worldview #1</p>	<p><b>5. Why is it possible to know anything at all?</b></p> <p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p> <p>b. God's own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word,</p>

<p>databases representing various aspects of Texas during the 19th and 20th centuries; and</p> <p>(B) pose and answer questions about geographic distributions and patterns in Texas during the 19th and 20th centuries.</p> <p><b>(9) Geography.</b> The student understands the location and characteristics of places and regions of Texas. <i>The student is expected to:</i></p> <p>(A) locate places and regions of importance in Texas during the 19th and 20th centuries;</p> <p>(B) compare places and regions of Texas in terms of physical and human characteristics; and</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.</p> <p><b>(10) Geography.</b> The student understands the effects of the interaction between humans and the environment in Texas during the 19th and 20th centuries. <i>The student is expected to:</i></p> <p>(A) identify ways in which Texans have adapted to and modified the environment and analyze the consequences of the modifications; and</p> <p>(B) explain ways in which geographic factors have affected the political, economic, and social development of Texas.</p>	<p>Ch. 1: Sec. 3; Ch. 12: Sec. 4 Ch. 16: Sec. 2 Ch. 17: Sec. 5 Ch. 19: Sec.5; Ch. 20: Sec. 2</p> <p>Bible Worldview #2 Ch. 5: Sec. 3, 4; Ch. 6: Sec. 4 Ch. 7: Sec. 3; Ch. 8: Sec. 4 Ch. 9: Sec. 2; Ch. 10: Sec. 3 Ch. 12: Sec. 1; Ch. 13: Sec. 1 Ch. 17: Sec. 5 Ch 5: Sec. 1, 3 Ch. 7: Sec. 3; Ch. 21: Sec. 3 Ch. 5: Sec. 1, 3, 4 Ch. 7: Sec. 2, 3; Ch. 8: Sec. 4 Ch. 9: Sec. 2 Ch. 11: Sec. 1, 2, 3 Ch. 12: Sec. 1; Ch. 13: Sec. 2 Ch. 14: Sec. 1, 3 Ch. 16: Sec. 1, Ch. 17, Sec. 2</p> <p>Bible Worldview #6 Ch. 5: Sec. 3; Ch. 9: Sec. 5 Ch. 10: Sec. 4 Ch. 11: Sec. 1, 2 Ch. 13, Sec. 3 Ch. 14: Sec. 1, 2 Ch. 15: Sec. 3 Ch. 16: Sec. 1, 2, 4 Ch. 17: Sec. 2; Ch. 18: Sec. 4 Ch. 19: Sec. 5 Ch. 4: Sec. 3; Ch. 5: Sec. 3 Ch. 6: Sec. 1, 4</p>	<p>the Bible. (2 Samuel 22:31, Psalm 19:1)</p> <ul style="list-style-type: none"> <li>➤ The Bible is internally consistent and unified in its principles and claims.</li> <li>➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold.</li> <li>➤ It is relevant to all the cultures of the world</li> </ul> <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p><b>6. How do we know what is right and wrong?</b></p> <ul style="list-style-type: none"> <li>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)</li> <li>b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</li> <li>c. As a result of sin, morally, we</li> </ul>
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<p><b>(11) Geography.</b> The student understands the characteristics, distribution, and migration of population in Texas in the 19th and 20th centuries. <i>The student is expected to:</i></p> <p>(A) analyze why immigrant groups came to Texas and where they settled;</p> <p>(B) analyze how immigration and migration to Texas in the 19th and 20th centuries have influenced Texas;</p> <p>(C) analyze the effects of the changing population distribution in Texas during the 20th century; and</p> <p>(D) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.</p> <p><b>(12) Economics.</b> The student understands the factors that caused Texas to change from an agrarian to an urban society. <i>The student is expected to:</i></p> <p>(A) explain economic factors that led to the urbanization of Texas;</p> <p>(B) trace the development of major industries that contributed to the urbanization of Texas; and</p> <p>(C) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.</p> <p><b>(13) Economics.</b> The student understands the interdependence of the Texas economy with the United States and the world.</p>	<p>Ch. 7: Sec. 3; Ch. 9: Sec. 2 Ch. 11: Sec. 1; Ch. 12: Sec. 1 Ch. 13: Sec. 2; Ch. 14: Sec. 1, 3 Ch. 15: Sec. 1, 3 Ch. 16: Sec. 1, 2 Ch. 18: Sec. 1; Ch. 21: Sec. 3</p> <p>Bible Worldview #2 Ch. 5: Sec. 1, 3, 4 Ch. 6: Sec. 1; Ch. 9: Sec. 5 Ch. 12: Sec. 4; Ch. 14: Sec. 3 Ch. 22: Sec. 1 Ch. 5: Sec. 3; Ch. 9: Sec. 5 Ch. 13: Sec. 1; Ch. 22: Sec. 2 Ch. 19: Sec. 1 Ch. 22: 1, 2 Ch. 22: Sec. 1, 2</p> <p>Bible Worldview #2 Ch. 14: Sec. 2, 4 Ch. 15: Sec. 3, 5 Ch. 16: Sec. 4 Ch. 18: Sec. 1; Ch. 22: Sec. 1 Ch. 14: Sec. 2 Ch. 15: Sec. 1, 2 Ch. 18: Sec. 1 Ch. 16: Sec. 4 Ch. 22; Sec. 3</p>	<p>have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7)</p> <p>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)</p> <ul style="list-style-type: none"> <li>➤ He has dictated absolute moral truth to us.</li> <li>➤ Every truth must conform to Biblical principles.</li> <li>➤ Every choice must reflect God’s moral truth.</li> <li>➤ We must promote, defend, and teach these truths to others.</li> </ul> <p>7. <b><i>What is the meaning of human history?</i></b></p> <p>a. History is a meaningful sequence of events leading to the fulfillment of God’s purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him.</p>
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<p><i>The student is expected to:</i></p> <p>(A) analyze the impact of national and international markets and events on the production of goods and services in Texas;</p> <p>(B) analyze the impact of economic phenomena within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas; and</p> <p>(C) analyze the impact of significant industries in Texas such as oil and gas, aerospace, and medical technology on local, national, and international markets.</p> <p><b>(14) Government.</b> The student understands the basic principles reflected in the Texas Constitution.</p>	<p>Bible Worldview #2</p> <p>Ch. 12: Sec. 2, 4 Ch. 14: Sec. 2, 3 Ch. 15: Sec. 4; Ch. 17: Sec. 5 Ch. 18: Sec. 4 Ch. 19: Sec. 2, 3 Ch. 21: Sec. 4, 5 Ch. 14: Sec. 3, 4 Ch. 15: Sec. 3; Ch. 18: Sec. 5 Ch. 19: Sec. 2; Ch. 21: Sec. 5</p> <p>Ch. 16: Sec. 2; Ch. 17: Sec. 5 Ch. 18: Sec. 3, 4</p>	<p>(Psalm 40:5, Romans 8:28)</p> <p><b><i>What should our response be to God?</i></b> <b><i>What were we made for?</i></b></p> <p><b>We were made to</b> <b>Love</b> – Matthew 22:37, <b>Worship</b> – Romans 12:1, <b>Obey</b> – 2 John 6, and <b>Give Glory</b> – Psalm 96:3.</p>
<p><i>The student is expected to:</i></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</p> <p>(B) identify the influence of ideas from the U.S. Constitution on the Texas Constitution.</p>	<p>Bible Worldview #6</p> <p>Ch. 8: Sec. 1 Ch. 10: Sec. 1, 3 Ch. 20, Sec. 1 Ch. 8: Sec. 1; Ch. 10: Sec. 1 Ch. 20: Sec. 1</p>	
<p><b>(15) Government.</b> The student understands the structure and functions of government created by the Texas Constitution.</p> <p><i>The student is expected to:</i></p> <p>(A) describe the structure and functions of government at municipal, county, and state levels;</p> <p>(B) identify major sources of revenue for state and local governments; and</p> <p>(C) describe the structure and governance of Texas public education.</p>	<p>Bible Worldview #6</p> <p>Ch. 20: Sec. 1, 2, 3, 4, 5 Ch. 12: Sec. 4 Ch. 20: Sec. 2, 5 Ch. 12: Sec. 4; Ch. 19: Sec. 4 Ch. 20: Sec. 5; Ch. 22: Sec. 3</p>	
<p><b>(16) Citizenship.</b> The student understands the rights and responsibilities of Texas citizens.</p> <p><i>The student is expected to:</i></p> <p>(A) summarize the rights guaranteed in the Texas Bill of Rights; and</p>	<p>Bible Worldview #6</p> <p>Ch. 20: Sec. 1; Ch. 21: Sec. 1</p>	

<p>(B) identify civic responsibilities of Texas citizens.</p> <p><b>(17) Citizenship.</b> The student understands the importance of the expression of different points of view in a democratic society. <i>The student is expected to:</i></p> <p>(A) identify different points of view of political parties and interest groups on important Texas issues;</p> <p>(B) describe the importance of free speech and press in a democratic society; and</p> <p>(C) express and defend a point of view on an issue of historical or contemporary interest in Texas.</p> <p><b>(18) Citizenship.</b> The student understands the importance of effective leadership in a democratic society. <i>The student is expected to:</i></p> <p>(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; and</p> <p>(B) analyze the contributions of Texas leaders such as Henry B. González, Phil Gramm, Barbara Jordan, and Sam Rayburn.</p> <p><b>(19) Culture.</b> The student understands the concept of diversity within unity in Texas. <i>The student is expected to:</i></p> <p>(A) explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances;</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>Ch. 20, Ch. 21</p> <p>Bible Worldview #7 Ch. 10: Sec. 3 Ch. 12: Sec. 1, 3, 4 Ch. 15: Sec. 4; Ch. 16: Sec. 3 Ch. 17: Sec. 3, 5 Ch. 18: Sec. 2; Ch.19: Sec. 1 Ch. 20: Sec. 1 Ch. 12: Sec. 3; Ch. 20: Se. 1</p> <p>Ch. 12: Sec. 1; Ch. 16: Sec. 3 Ch. 17: Sec. 5 Ch. 18: Sec. 2, 3</p> <p>Bible Worldview #6 Ch. 9: Sec. 11, 2, 3, 4 Ch. 10: Sec. 1, 3 Ch. 16: Sec. 3 Ch. 17: Sec. 1, 3, 4 Ch. 18: Sec. 2; Ch. 19: Sec. 1</p> <p>Bible Worldview #6 Ch. 6: Sec. 1; Ch. 11: Sec. 3 Ch. 18: Sec. 2; Ch. 19: Sec. 4 Ch. 21: Sec. 2, 5 Ch. 9: Sec. 5; Ch. 10, Sec. 4 Ch. 11: Sec. 3, 4 Ch. 12: Sec. 1, Ch. 19: Sec. 4 Ch. 22: Sec. 2</p>	
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<p>(C) identify examples of Spanish influence on place names such as Amarillo and Río Grande and on vocabulary in Texas, including words that originated from the Spanish cattle industry.</p> <p><b>(20) 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. <i>The student is expected to:</i></p> <p>(A) compare types and uses of technology, past and present;</p> <p>(B) identify Texas leaders in science and technology such as Roy Bedichek, Walter Cunningham, Michael DeBakey, and C.M. "Dad" Joiner;</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;</p> <p>(D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land;</p> <p>(E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world; and</p> <p>(F) make predictions about economic, social, and environmental consequences that may result from future scientific discoveries and technological innovations.</p> <p><b>(21) Social studies skills.</b> The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. <i>The student is expected to:</i></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,</p>	<p>Ch. 13: Sec. 2; Ch. 22: Sec. 2</p> <p>Bible Worldview #1 Ch. 5: Sec. 4; Ch. 13: Sec. 2 Ch. 14: Sec. 2; Ch. 16: Sec. 2 Ch. 18: Sec. 3; Ch. 19: Sec. 3 Ch. 15: Sec. 1 Ch. 16: Sec. 2; Ch. 19: Sec. 3</p> <p>Ch. 13: Sec. 2; Ch. 14: Sec. 2 Ch. 16: Sec. 2; Ch. 18: Sec. 3 Ch. 21: Sec. 4; Ch. 22: Sec. 3</p> <p>Ch. 12: Sec. 2; Ch. 16: Sec. 2 Ch. 21: Sec. 4; Ch. 22: Sec. 2</p> <p>Ch. 18: Sec. 3; Ch. 19: Sec. 3 Ch. 21: Sec. 4</p> <p>Ch. 21: Sec. 5 Ch. 22: Sec. 2, 3</p> <p>Bible Worldview #1 Ch. 1: Sec. 3; Ch. 8: Sec. 1 Ch. 22: Sec. 3</p> <p>Ch. 2: Sec. 5</p>	
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<p>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 including graphs, charts, timelines, and maps;</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; and</p> <p>(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> <p><b>(22) Social studies skills.</b> The student communicates in written, oral, and visual forms. <i>The student is expected to:</i></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, including written to visual and statistical to written or visual, using computer software as appropriate; and</p> <p>(D) create written, oral, and visual presentations of social studies information.</p> <p><b>(23) Social studies skills.</b> The student uses problem-solving and decision-making skills, working independently and with others,</p>	<p>Ch. 8: Sec. 1, 4</p> <p>Ch. 1: Sec. 2, 3, 4 Ch. 2: Sec. 4 Ch. 4: Sec. 1, 2, 4 Ch. 8: 1, 4 Ch. 22: Sec. 1, 3 Ch. 1: Sec. 1, 3; Ch. 4: Sec. 4 Ch. 6: Sec. 3, 5 Ch. 9: Sec. 3, 5 Ch. 11: Sec. 2; Ch. 12: Sec. 1 Ch. 14: Sec. 3; Ch. 15: Sec. 2 Ch. 18: Sec. 2; Ch. 20: Sec. 4 Ch. 12: Sec. 1; Ch. 19: Sec. 4 Ch. 15: Sec. 2; Ch. 21: Sec. 4 Ch. 6: Sec. 1; Ch. 10: Sec. 1 Ch. 11: Sec. 2; Ch. 12: Sec. 1 Ch. 18: Sec. 2; Ch. 21: Sec. 4 Ch. 11: Sec. 2; Ch. 12: Sec. 1</p> <p>Ch. 1: Sec. 2; Ch. 9: Sec. 3 Ch. 6: Sec. 4</p> <p>Bible Worldview #3 Ch. 2 Project</p> <p>Ch. 9: Sec. 4 Ch. 20: Sec. 2, 4 Ch. 21: Sec. 3 Ch. 2 Project</p>	
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<p>in a variety of settings.  <i>The student is expected to:</i></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>	<p>Bible Worldview #5  Ch. 1: Sec. 1; Ch. 13, Sec. 4  Ch. 17: Sec. 1</p> <p>Ch. 5: Sec. 2, 3  Ch. 6: Sec. 2; Ch. 7: Sec. 2  Ch. 13: Sec. 1; Ch. 17: Sec. 4</p> <p><b>Student Activities</b>  Role Play  Games/Puzzles  Stories  Books  Songs  Art Projects  Cooperative Learning  Journaling  Graphic Organizers  Small Groups  Drawing  Manipulatives  Writer’s Workshop  Portfolio  Maps  Character Study  Venn Diagram</p> <p><b>Teaching Strategies</b>  Direct Instruction  Open-ended Questions  Discussion  Demonstration  Brainstorming</p>	
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	<p>Problem Solving Read Aloud Facilitating Cooperative Learning Guest Speakers Visual Aids</p> <p><b>Evaluation Procedures</b> Observation Class Participation Quizzes/Tests Projects Reports Survey (oral/written) Portfolio Class Review</p> <p><b>Other Resources and Bibliography</b> Bible Worldview</p>	
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