



## Seventh Grade Pre-Ap Texas History

Mrs. Melissa Beck  
mbeck@ems-isd.net

**Conference Period:** 1st Period; 8:20-9:06

**Tutoring Opportunities:** will be determined

### Class Materials:

*Students will need to bring the following to class daily:*

- **Three-ring Binder ( All subjects with divider for Pre-Ap Texas History)**
- **Pen/pencil, Paper**
- Map pencils/markers/crayons (only brought to class when asked) \*Optional for projects)\*
- Additional supplies may be needed for special projects throughout the year.

Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

### Course Description:

In Grade 7 Pre-AP Texas History, 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 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 Conservatism; and Contemporary Texas Eras. The focus in each era is on key individuals, events, and issues and their impact. Students will read and interpret primary and secondary source documents, sharpen writing and research skills and/or to develop creative projects for historical periods covered. This course assists in preparing students for the challenges offered by the Advanced Placement program through sustained habits necessary for success in the College Board's AP Program.

### Course Goals:

Students who complete this course successfully will be able to:

- Read and interpret primary and secondary source documents, sharpen writing and research skills and/or to develop creative projects for historical periods covered.
- Identify the 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.
- Describe the structure and functions of municipal, county, state, and national governments, explain the influence of the U.S. Constitution on the Texas Constitution; as well as the U.S. Declaration of Independence on the Texas Declaration of Independence, and examine the rights and responsibilities of Texas citizens.
- 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.
- Analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace.
- Use primary and secondary sources to acquire information about Texas.

### Student Evaluation:

The grading system for this course is as follows:

- Grade averaged 70% Major 30% Minor
- Major grades – tests (including District Common Assessments, six weeks assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- Semester exams will count 1/7 of the semester grade
- A letter system (S, N, U) is used to report a student’s conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), “The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing** grade. This policy applies only to initial identified major grades and does not apply to daily assignments, quizzes, six-week test, and semester final examinations. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.
- Official grades will be in Skyward only and can be accessed by student and parent through Family Access

**Assignments, exams, expectations outside of the classroom:**

- Daily work not completed in class will become homework.
- Students are expected to return the following school day with the completed work.
- Points will be deducted for late assignments; however, a grade of zero will be recorded in the gradebook until work is received.
- Students may correct ANY test (passing or failing).
- Students may only correct ONE time.
- Students may come in before or after school during tutorials to make corrections.
- Method of correction or retest will be left up to teacher discretion.

**Attendance/Tardy Policy/Make-Up Work:**

Be present for class every day. Additionally, make sure you are on time! Instruction is bell to bell, you will miss valuable learning if you are not present and engaged.

2 Tardies = Verbal Warning; 3 Tardies= Parent Contact; 4 Tardies = Office Referral

**Classroom Expectations:**

1. Warm-up: Each day there is a Warm-up. Upon entering the classroom, students should check the Promethean Board and immediately begin following the instructions on the board.
2. Lesson of the day.
3. Practice: Practice could be assigned as needed.

*We will be working from bell to bell. And, following simple expectations, be prompt (or not tardy), be prepared (have supplies at desk ready to for lesson), be respectful to themselves and others, be teachable ( be receptive to the lesson), and lastly, have fun.*

**Academic Integrity:**

Academic integrity values the work of individuals regardless if it is another student’s work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty, includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.