



Texas History

Amanda Babin

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Conference Period: 6th Period; 1:06-1:52 on normal schedule school days

Tutoring Opportunities: 7:45-8:10 Tuesdays & Wednesdays

Class Materials:

- <https://my.mheducation.com>
- 6 Bradded folders
- Canvas
- Skyward

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, students study the history of Texas from early times to the present. 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 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 on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.

Course Goals:

Students who complete this course successfully will be able to:

- Identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras.
- Compare places and regions of Texas in terms of physical and human characteristics.
- Analyze the effects of physical and human factors such as climate, weather conditions, irrigation, transportation, and communication of major events in Texas.

Student Evaluation:

The grading system for this course is as follows:

- Grade averaged 60% Major 40% 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%.

Assignments, exams, expectations outside of the classroom:

Students need to bring their Unit folder, color pencils, paper, and writing device daily to class.

Major assignments will have a rubric that explains the expectation of the assignment.

In order to be success in history class, student will need to attend daily and activity participate in the lesson provided that day.

Attendance/Tardy Policy/Make-Up Work:

Make up work will be located Include on the student table in my room and what we did in class can be found on the class calendar. Students will have 2 days for each they were absent and it is their responsibility to get absent work. If the student missed on test day, they will need to attend tutorial or homework club to take the test within the week.

Classroom Expectations:

Be prepared and to class on time, activity engaged in the lesson and show respect to teacher and classmates.

Preliminary Schedule of Topics, Readings, and Assignments

- Unit 1: Being a Historian
- Unit 2: Being a Geographer
- Unit 3: Native Americans
- Unit 4: Age of Contact
- Unit 5.1: Spanish Colonial
- Unit 5.2: English Colonies
- Unit 6: End of Spanish Rule
- Unit 7: Mexican National Era
- Unit 8: Conflict Begins
- Unit 9: Texas Revolution
- Unit 10: Independence Won
- Unit 11: Republic/Early Statehood
- Unit 12: Industrial Revolution
- Unit 13: Government
- Unit 14: Events Leading to Civil War
- Unit 15: Civil War Reconstruction
- Unit 16: Cultures in Conflict
- Unit 17: Farming and Ranching
- Unit 18: Reform and Modern Era
- Unit 19: WWI and Great Depression
- Unit 20: WWII
- Unit 21: 20th/21st Centuries

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.