



## 7<sup>th</sup> Grade Texas History

Coach Conchas

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**Conference Period:** 6<sup>th</sup> period 1:11pm -1:58pm

**Tutoring Opportunities:** Tutorials will take place as needed per student request.

**\*\* Tutoring schedules will change as sport seasons change. \*\***

### **Class Materials:**

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

- **Online Textbook** [www.mymheducation.com](http://www.mymheducation.com)
- **Three Ring Binder (All subjects with divider for Social Studies)**
- **Composition Book/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 and Goals:**

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 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.

### **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:**

##### **TEST/ PROJECT/ ESSAY (Summative) CORRECTIONS**

- Students may correct ANY test (passing or failing).
- You may only correct a test one time.
- You will have to come before or after school during tutoring hours (or by appointment) to make corrections.
- Method of correction or retest will be left to teacher discretion.

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

Work will be constantly assessed and evaluated in multiple ways. Late work will be subject to a penalty per district policy pending the assignment. Students will know ahead of time the due dates and possible penalty for work turned in late.

Reassessment will be continuous through the various 6 weeks. When absent, excused or unexcused, it is the **students' responsibility** to ask for what was covered during their absence. If a student misses any work, then they will have an opportunity to get the information that was covered and any work that was missed. This work will be given the same amount of time to complete as those that got it prior. As for work that was assigned before the absence, it will be due upon the students return to class.

#### **Classroom Expectations:**

1. Warm-up: Each day there is a Warm-up. Upon entering the classroom, students should get settled and immediately begin working on the Warm-up.
2. Lesson of the day
3. Practice: Practice will be assigned often and will be beneficial, but not count towards overall class grade

*We will work hard from bell to bell in class. Do not waste time in the hallway. So, be on time, have your supplies ready, and get to work as soon as you walk into the room.*

#### **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.