



# Social Studies, Grade 7 (SOCS) 7A Syllabus

## Course Name

SOCS 7A

Social Studies, Grade 7 – Semester A

## Course Information

SOCS 7A is the first semester of this two-semester course.

### ***Texas History***

Texas—what a great state we live in! But who are we? We are a group of culturally diverse people. We are shaped by past historical events, experiences, and traditions that reflect the values and beliefs of all those who came before us. Have you ever been to Six Flags? Well, there is a unique tale behind each of those flags: Spain, France, Mexico, the Republic of Texas, the Confederate States, and the United States.

This course is designed to encourage you to think about the causes and effects of actions of the past. Every step along the way, things could have been different. We will try to see history through the eyes of the people who lived it. Imagine being an explorer shipwrecked off the coast of Texas, or a revolutionary huddled at the Alamo knowing Santa Anna and his men would soon attack. When we better understand how people shaped the past, we can better understand how we can shape the future.

## Course Delivery Method

Online

## Contacting Your Instructor

You may contact your instructor through the Blackboard messaging system. Technical support is available 24/7 at [www.k12.ttu.edu](http://www.k12.ttu.edu).

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## Course Objectives

After completing this course, you should be able to:

1. interpret visual materials using graphs, pictures, and charts;
2. describe the major physical and cultural features of the regions of the state;
3. identify and explain the location, history, and cultures of the early inhabitants of Texas;
4. analyze the reasons for, locations of, and results of European exploration and colonization;
5. analyze reasons for and effects of Anglo-American settlement in Texas;
6. explain the reasons for and effects of the conflict with Mexico and the fight for independence;
7. describe the developments and events leading to annexation and statehood;
8. present the causes and results of the Mexican War;
9. analyze the reasons for Texas becoming a republic and independent nation; and
10. appreciate the unique contributions of notable individuals and groups representative of the various ethnic, social, and cultural backgrounds in Texas.

SOCS 7 addresses the required Texas Essential Knowledge and Skills (TEKS). These can be found at the [Texas Education Agency](#) website.

## Textbook and Materials

### **Textbook(s)**

The required **digital** textbook for this course is:

- *Texas History* (2016), McGraw-Hill. ISBN 9780021357680. (1 year subscription)

This book is available only in a one-volume edition. It is used for SOCS 7A and 7B.

The digital textbook must be purchased through the TTU K-12 partner bookstore, MBS (see the [TTU K-12 website](#) for a link to MBS). Once you make your purchase, you will receive your credentials to the online textbook and resources via email, and it may take 1-2 business days.

The **print** textbook is optional:

- *Texas History* (2016), McGraw-Hill. ISBN 9780076612710.

### **Materials**

No additional materials are required.

## Technical Requirements

- Internet access – preferably high speed (for accessing Blackboard)
- Email

- Word processing software such as Microsoft Word
- Adobe Reader (download from [Adobe.com](http://Adobe.com))
- Audio and video capabilities (for watching/listening to course content)
- Digital camera or scanner
- PDF app (free options available)

## Technical Skill Requirements

Be comfortable with the following:

- using a word processor
- Internet search engines and browsers
- creating PDFs (see **Requirements for Creating PDFs** in the Syllabus section of your course)

## Course Organization

This semester consists of six modules and a final examination. Each module contains the following:

- Introduction and Instructions
- Learning Objectives and Curriculum Standards
- Learning Activities
- Assignments

Each module includes several activities that present content knowledge. Each module also includes multiple graded assignments to ensure that you learn the content that has been presented in the activities. Some of the assignments are automatically graded quizzes, and some are written assignments or activities that your instructor will grade. Be sure you read all instructions carefully and ask your instructor for help if something is not clear.

## Course Outline

Please note that some assignments will be hidden from you when you start the course. As you move through the lessons and complete assignments, more will unlock for you.

Module	Topic	Approximate Time for Completion
<b>Module 1</b>	Thinking Like a Historian	One week
<b>Module 2</b>	Interaction of Physical & Human Geography in Texas	Three weeks
<b>Module 3</b>	Exploration & European Colonization	Three weeks

<b>Module</b>	<b>Topic</b>	<b>Approximate Time for Completion</b>
<b>Module 4</b>	The Mexican Republic and Empresario System	Three weeks
<b>Module 5</b>	The Texas Revolution	Three weeks
<b>Module 6</b>	Republic of Texas and Early Statehood	Three weeks
<b>Final Exam</b>		

## Assignment Schedule

Each of the following must be completed in order to complete the course. Items with an asterisk (\*) indicate that these are summative assessments for the course.

<b>Module</b>	<b>Weeks</b>	<b>Assignments</b>
<b>1</b>	<b>1</b>	Checkpoint 1 (Non-graded) <ul style="list-style-type: none"> <li>• Module 1.2: Primary vs Secondary Sources</li> <li>• Module 1.2: Module 1 Timelines</li> <li>• Module 1 Test: Think Like a Historian</li> </ul>
<b>2</b>	<b>2-4</b>	<b>Chapter 2</b> <ul style="list-style-type: none"> <li>• Lesson Foundation: Discussion Board Module 2</li> <li>• Ch. 2 Lesson 1: Geography of Texas</li> <li>• Ch. 2 Lesson 1: Map Analysis: Natural Wonder of Texas</li> <li>• Ch. 2 Lesson 1: Critical Thinking Skills: Natural Texas</li> <li>• Ch. 2 Lesson 2: Natural Resources</li> <li>• Ch. 2 Lesson 2: Map Analysis: Physical Map</li> <li>• Ch. 2 Lesson 3: Climate</li> <li>• Ch. 2 Lesson 3: Primary Source Activity: Texas Literature</li> </ul> <b>Chapter 3</b> <ul style="list-style-type: none"> <li>• Ch. 3 Lesson 1: Mountains and Basins</li> <li>• Ch. 3 Lesson 1: Map Analysis: Mountains and Basins</li> <li>• Ch. 3 Lesson 2: Great Plains</li> <li>• Ch. 3 Lesson 2: Geography and History: Regions of Texas</li> <li>• Ch. 3 Lesson 3: North Central Plains</li> <li>• Ch. 3 Lesson 3: Map Analysis: North Central Plains Region</li> <li>• Ch. 3 Lesson 4: Coastal Plains</li> </ul> <b>Chapter 4</b> <ul style="list-style-type: none"> <li>• Ch. 4 Lesson 1: Ancient People</li> <li>• Ch. 4 Lesson 1: Map Analysis: Routes of the First Americans</li> <li>• Ch. 4 Lesson 2: Southeastern and Gulf Cultures</li> <li>• Ch. 4 Lesson 3: Plains and Puebloan Cultures</li> </ul>

Module	Weeks	Assignments
		<p><b>Module 2 Test</b></p> <ul style="list-style-type: none"> <li>• Module 2 Test: Learning Log</li> <li>• Module 2 Test: Ch. 2-4</li> </ul>
<p style="text-align: center;"><b>3</b></p>	<p style="text-align: center;">5-7</p>	<p><b>Chapter 5</b></p> <ul style="list-style-type: none"> <li>• Lesson Foundation: Discussion Board Module 3 Ch. 5 Lesson 1: The Spanish Explore Texas</li> <li>• Ch. 5 Lesson 1: Sketch a Map: The New World</li> <li>• Ch. 5 Lesson 2: The Quest for Gold &amp; Glory</li> <li>• Ch. 5 Lesson 2: Narrative Writing</li> <li>• Ch. 5 Lesson 3: A Challenge from France</li> </ul> <p><b>Chapter 6</b></p> <ul style="list-style-type: none"> <li>• Ch. 6 Lesson 1: The First Missions</li> <li>• Ch. 6 Lesson 1: Map Analysis: European Claims in North America, 1750</li> <li>• Ch. 6 Lesson 1: Visual Analysis: Mission Structures</li> <li>• Ch. 6 Lesson 2: Settlements Grow</li> <li>• Ch. 6 Lesson 2: Writing an Editorial</li> <li>• Ch. 6 Lesson 2: Geography and History Activity: Spanish Colonial Texas</li> <li>• Ch. 6 Lesson 3: Life in Spanish Texas</li> <li>• Ch. 6 Lesson 3: Primary Source Activity: Spanish Colonial Texas</li> </ul> <p><b>Module 3 Test</b></p> <ul style="list-style-type: none"> <li>• Module 3 Test: Learning Log</li> <li>• Module 3 Test: Ch. 5-6</li> </ul> <p>Checkpoint 2 (Non-graded)</p>
<p style="text-align: center;"><b>4</b></p>	<p style="text-align: center;">8-10</p>	<p><b>Chapter 7</b></p> <ul style="list-style-type: none"> <li>• Lesson Foundation: Discussion Board Module 4</li> <li>• Ch. 7 Lesson 1: Spanish Texas 1763-1819</li> <li>• Ch. 7 Lesson 1: Map Analysis: Adams-Onis Treaty 1819</li> <li>• Ch. 7 Lesson 2: Challenges to Spanish Rule</li> <li>• Ch. 7 Lesson 2: Geography and Independence</li> <li>• Ch. 7 Lesson 3: The End of Spanish Rule</li> <li>• Ch. 7 Lesson 3: Spain’s Legacy in Texas</li> <li>• Ch. 7 Lesson 3: Visual Analysis: Allegorical History Painting</li> </ul> <p><b>Chapter 8</b></p> <ul style="list-style-type: none"> <li>• Ch. 8 Lesson 1: Anglo American Colonization</li> <li>• Ch. 8 Lesson 1: Austin’s Plan</li> <li>• Ch. 8 Lesson 2: The Colonies Grow</li> <li>• Ch. 8 Lesson 2: Map Analysis: Colonies of the Empresarios</li> <li>• Ch. 8 Lesson 3: The People of Colonial Texas</li> <li>• Ch. 8 Lesson 3: Drawing Conclusions</li> <li>• Ch. 8 Lesson 3: Head West!</li> </ul>

Module	Weeks	Assignments
		<p><b>Module 4 Test</b></p> <ul style="list-style-type: none"> <li>• Module 4 Test: Learning Log</li> <li>• Module 4 Test: Ch. 7-8</li> </ul>
<p><b>5</b></p>	<p>11-13</p>	<p><b>Chapter 9</b></p> <ul style="list-style-type: none"> <li>• Lesson Foundation: Discussion Board 5</li> <li>• Ch. 9 Lesson 1: Difficulties with Mexico</li> <li>• Ch. 9 Lesson 1: Chain of Events</li> <li>• Ch. 9 Lesson 2: First Conflicts</li> <li>• Ch. 9 Lesson 2: The Road to Revolution</li> <li>• Ch. 9 Lesson 2: Conflicts Between Texas and Mexico</li> <li>• Ch. 9 Lesson 3: Tensions Grow</li> <li>• Ch. 9 Lesson 3: Map Analysis: Coahuila and the Departments of Texas</li> <li>• Ch. 9 Lesson 3: Austin's Mission to Mexico</li> <li>• Ch. 9 Lesson 3: Primary Source Analysis</li> </ul> <p><b>Chapter 10</b></p> <ul style="list-style-type: none"> <li>• Ch. 10 Lesson 1: The Texas Revolution Begins</li> <li>• Ch. 10 Lesson 1: Primary Source Activity</li> <li>• Ch. 10 Lesson 1: The First Battle</li> <li>• Ch. 10 Lesson 1: Consultation of 1835</li> <li>• Ch. 10 Lesson 2: The Winter of 1835-1836</li> <li>• Ch. 10 Lesson 2: Cause and Effect</li> <li>• Ch. 10 Lesson 2: Attacking San Antonio de Bexar</li> <li>• Ch. 10 Lesson 3: The Convention of 1836</li> <li>• Ch. 10 Lesson 3: Chart Skills: Comparison of the Texas and US Constitution</li> </ul> <p><b>Chapter 11</b></p> <ul style="list-style-type: none"> <li>• Ch. 11 Lesson 1: A Clash of Armies</li> <li>• Ch. 11 Lesson 1: Visual Analysis: Travis vs. Crockett</li> <li>• Ch. 11 Lesson 1: What Makes a Hero?</li> <li>• Ch. 11 Lesson 2: Victory or Death</li> <li>• Ch. 11 Lesson 2: The Alamo</li> <li>• Ch. 11 Lesson 2: Primary Source Analysis</li> <li>• Ch. 11 Lesson 3: Defeat in South Texas</li> <li>• Ch. 11 Lesson 3: Map Analysis: Mexican Forces</li> <li>• Ch. 11 Lesson 3: Primary Source Analysis</li> </ul> <p><b>Module 5 Test</b></p> <ul style="list-style-type: none"> <li>• Module 5 Test: Learning Log</li> <li>• Module 5 Test: Ch. 9-11</li> </ul>
<p><b>6</b></p>	<p>14-16</p>	<p><b>Chapter 13</b></p> <ul style="list-style-type: none"> <li>• Lesson Foundation: Discussion Board 6</li> <li>• Ch. 13 Lesson 1: Organizing the New Government</li> <li>• Ch. 13 Lesson 1: Seeking Annexation and Recognition</li> <li>• Ch. 13 Lesson 1: Map Analysis: Republic of Texas, 1835-1845</li> </ul>

Module	Weeks	Assignments
		<ul style="list-style-type: none"> <li>• Ch. 13 Lesson 1: If You Were the Advisor</li> <li>• Ch. 13 Lesson 2: Lamar as President</li> <li>• Ch. 13 Lesson 2: Lamar Takes the Reins</li> <li>• Ch. 13 Lesson 3: Houston’s Second Administration</li> <li>• Ch. 13 Lesson 3: Visual Analysis: The Mier Expedition</li> <li>• Ch. 13 Lesson 3: Contentions During the Republic</li> <li>• Ch. 13 Lesson 3: Dinner Party Discussion</li> </ul> <p><b>Chapter 15</b></p> <ul style="list-style-type: none"> <li>• Ch. 15 Lesson 1: Texas Becomes a State</li> <li>• Ch. 15 Lesson 1: Map Analysis: Manifest Destiny and Texas</li> <li>• Ch. 15 Lesson 1: Visual Analysis: Texas Annexation</li> <li>• Ch. 15 Lesson 2: Early State Government</li> <li>• Ch. 15 Lesson 2: Texas Political Parties</li> <li>• Ch. 15 Lesson 3: US-Mexican War</li> <li>• Ch. 15 Lesson 3: Map Analysis: The Mexican War and the Mexican Cession</li> <li>• Ch. 15 Lesson 3: Differing Points of View Speech</li> <li>• Ch. 15 Lesson 4: Immigrants Arrive</li> <li>• Ch. 15 Lesson 4: Map Analysis: Immigrants in Texas 1855</li> </ul> <p><b>Module 6 Test</b></p> <ul style="list-style-type: none"> <li>• Module 6 Test: Learning Log</li> <li>• Module 6 Test: Ch. 13-15</li> </ul> <p>Checkpoint 3 (Non-graded)</p>
	16	<b>Final Exam</b>

## Course Credit

The course grade will be calculated as follows:

- 50% coursework average;
- 50% summative assessment average (for Modules 1-6 Tests), including the final exam;
- A passing course grade is 70 or higher.

Students must attempt all assignments in the course. The final exam will not be available until all assignments have been accepted and graded by the teacher.

Students who score below 70% on the final exam will be eligible for one re-exam opportunity.

## Coursework

The graded assignments within each lesson are formative in nature. This means that they are designed to assist you in applying and demonstrating the lesson concepts, as

well as identifying areas in which you need additional review. You may use all the lesson's learning activities to assist you as you complete the graded assignments.

## Summative Assessments

Summative assessments are those that allow you to demonstrate mastery of the course objectives. For summative assessments, you will NOT be allowed to use the learning materials. The tests are opportunities for you to show what you have learned by that point in the course.

Summative assessments may be proctored using the online proctoring system Proctorio. Information about Proctorio is provided in **Remote Proctoring** in the Syllabus section of your course. The summative assessments for this course are as follows:

- **Summative Assessments (20% of Course Grade)**
  - Module 1 Test
  - Module 2 Test
  - Module 3 Test
  - Module 4 Test
  - Module 5 Test
  - Module 6 Test
- **Summative Final Exam (30% of Course Grade)**

## Course Completion

- Students may not complete the course in less than 30 days.
- All courses expire six months after the enrollment date.

## Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

## Student Expectations

You will be expected to log into the Blackboard course regularly to be aware of possible announcements/reminders and to pace your progress in the course.



Students are expected to maintain an online environment conducive to learning, which includes “netiquette” (Internet etiquette). Please review the basic rules for [Online Discussion Netiquette](#). Ensure that your email messages, discussion board postings, and other electronic communications are thoughtful and respectful. Diverse opinions are welcome in this course, and you are expected to demonstrate an open mind and courtesy when responding to the thoughts and ideas of others.

The following are prohibited:

- making offensive remarks in email or the discussion board;
- using inappropriate language or discussing inappropriate topics online;
- spamming;
- hacking;
- using TTU or Blackboard email or discussion boards for commercial purposes;
- using all caps (considered shouting in online communications); and
- cyber-bullying or online harassment of any type.

Inappropriate behavior shall result in consequences ranging from a request to correct the problem, to removal from the course or even the university, depending on the severity of the behavior. Disciplinary actions will be taken according to the TTU K-12 Student Handbook.

## Communication

- You can expect a reply from your instructor within 2 business days.
- Use the Blackboard Course Messages tool for sending messages to your instructor.

## Submitting Assignments

You will submit all assignments through the Blackboard Assignment Tool, rather than by mail or email.

## Technical Difficulties

### ***Getting Help***

For student assistance with Blackboard, visit [TTU K-12 Support](#).

### ***Computer Problems***

A working computer is necessary for online coursework. Computer problems will not be accepted as a valid reason for failure to complete course activities within the allotted time frame. Identify a second computer, before the course begins, that you can use if you experience computer problems.

### ***Server Problems***

When the Blackboard server needs to be taken down for maintenance, the Blackboard administrator will post an announcement in your course informing you of the time and date. If the server experiences unforeseen problems, your course instructor will notify you.

### ***Lost or Corrupted Files***

You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of technology failure (e.g., Blackboard server crash or virus infection, students' own computer problems, loss of files in cyberspace, etc.) or any disputes, the instructor may request or require you to resubmit the files. In some instances, the instructor may need to open another attempt within Blackboard, so communication with your instructor is critical in these circumstances.