**7th Grade New Mexico History**

**(Prehistory to Statehood)**

2014 – 2015 School Year

Academy of Technology and the Classics

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| Instructor | Robert Mathis | Classroom 208 |
| Phone | 505-426-7825  (Cell Number) | *Please feel free to call or drop me an e-mail if you have any questions or concerns. I check my e-mail daily (for the most part) and I don’t mind getting calls in the evening (before 9:00, please).* |
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**TEXT:*****“A History of New Mexico”,*** *by Roberts and Roberts (UNM Press)*

*(The students will be issued a text that they may take home, and will also use a variety of materials made available in the classroom. Students are responsible for the condition and return of the textbook..)*

**CLASS DESCRIPTION:**

*This class is designed to be a course in New Mexican history for the 7th Grade, beginning with the Initial migrations of people to the New World and ending with the territorial days and early Statehood of New Mexico as a part of the United States. This class constitutes one of the core areas of the curriculum at ATC, and is required of all 7th grade students*.

**REQUIREMENTS AND EXPECTATIONS**

1. *Students will have writing implements and paper every day. (No red pens, please. Also, the use of high lighters as a writing tool is not allowed and work done in highlighter will not be accepted.*
2. *A binder or folder which loose leaf paper in which loose leaf paper can be kept. This is for the Critical Facts notebook that all students will be required to have. (Note: Spiral notebooks will NOT be accepted for this purpose.) If this notebook or its contents is lost or destroyed during the course of the year, it must be replaced by the student.*
3. *The student is responsible for any text or reading packet assigned to them, and must bring this to school..*
4. *The school policy regarding behavior, dress code, and electronic devices will be strictly adhered to. Behaviors that continually disrupt the class will not be tolerated.*

**EVALUATION:**

The grade of each student will be based on these different areas.

1. **Daily Work**. This category is made up of daily assignments, including homework and in-class work, and constitutes 45% of the overall grade. Late assignments will be docked up to 30 points in grade (10 points/day). I will accept no late work the week prior to the ending of a grading period.
2. **Completion Grade**. This category addresses how much of the work the student is turning in, and whether or not it’s on time. This grade constitutes 10% of the overall grade of the student. Completion grades cannot be made up.
3. **Test/Quiz Grades**. Quizzes are short assessments over the material. A missed Quiz does not have to be made up. Tests are longer, more comprehensive assessments on either the material from the text or the Critical Facts notebook. If a student misses a test, that student will be required to make up the exam! Tests and quizzes together will account for 45% of the overall grade of the student. (*Note: Students will be assigned a grade of* ***Zero*** *for any missed test. This grade will stay in the books until the students comes in to make up the test. Don’t forget to make up a test if one is missed!)*
4. **Cumulative Final**. The students will be required to take a comprehensive Cumulative exam at the end of each Semester. This test will count as 20% of the overall grade for the second and fourth quarter, respectively and if missed must be made up. In any situation where I must decide whether or not to allow a particular student some leeway, or to “cut them some slack” in terms of the final grade for the Semester and/or year, it is this assessment that I will look at when making my final decision. The final exam will have all the critical facts from the student’s notebooks as well as an essay component.
5. **Extra Credit.** There will be some occasions over the course of the year when the students will have opportunities for extra credit work. This work is not required form the students and cannot negatively impact the grade in any way.

**Grading Scale Grading Categories**

90% - 100% --- A (Excellent!) Completion – 10%

80% - 89% --- B (Good!) Daily Work -- 45%

70% - 79% --- C (Adequate) Test/Quiz -- 45%

60% - 69% --- D (Barely passing)

59% and below --- F (Failing)

**COURSE CURRICULUM MAP:** The following is a basic outline of the material and concepts I would like to cover this year. Although the primary focus of the class will be on the History of New Mexico, there will also be considerable work done to improve the reading and literacy skills of each student.

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| **Thematic Unit** | **Some of the Topics Covered** |
| **Unit 1: Geography and Prehistory**  (No Text) | *Anthropology and Prehistory – Basic Geography Skills - Continents and Oceans – Latitude and Longitude – Ice Age – Beringia -- Archaeology* |
| **Unit 2: The First People of New Mexico**  (Text Chapters 1-3) | *First Americans -- Clovis Culture – Folsom Culture – Desert Culture -- Domestication of Plants and Animals – Anasazi – Chaco Canyon* |
| **Unit 3: Two Worlds Collide**  (Text Chapters 4-6) | *New World Cultural Areas – Aztec –*  *Inca -- Pueblo – Columbus – Cortes –*  *Malinche – Montezuma – Pizzarro –*  *Spanish Conquest of Mexico* |
| **Unit 4: New Mexico as a Part of Spain and Mexico**  (Text Chapters 7-9) | *Initial colonization of NM by Spain – Onate – Peralta – San Juan, San Gabriel, Santa Fe – Mission System – Pope and the Pueblo Revolt of 1680 – De Vargas and the Reconquest -- Navaho, Apache, and Comanche -- Albuquerque -- Hispanic Communities – Land Grants and Ownership – NM as a unique cultural area – Mexican Independence* |
| **Unit 5: New Mexico as a Part of the United States**  (Text Chapters 10-13) | *The Mexican-American War – Santa Fe Trail – Revolutions in 1837 and 1841 -- Navajo Long Walk and the Reservation system – American Civil War – Lincoln County War – From Territory to Statehood* |