

7th Grade Quarterly Content Guide

CCSS Reading in Social Studies
RH Evidence Table (please insert)

CCSS Writing in Social Studies
RW Evidence Table (please insert)

Quarter 1

Weeks 1-3

Geography: Core Concepts/Skills

NMSS Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

5-8 Benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues

5-8 Benchmark 2-B: explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change:

5-8 Benchmark 2-C: understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes:

Students will:

2A-1. describe ways that mental maps reflect attitudes about places

2A-2. describe factors affecting location of human activities, including land-use patterns in urban, suburban and rural areas.

2B-1. select and explore a region by its distinguishing characteristics;

2B-2. describe the role of technology in shaping the characteristics of places;

2C-2. interpret and analyze geographic information obtained from a variety of sources (e.g., maps, directly witnessed and surveillanced photographic and digital data, personal documents and interviews, symbolic representations - graphs, charts, diagrams, tables, etc.);

CCSS RH6-8. 1, 2, 4, 6 & 7 are taught and tested all four quarters.

7. Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS RW6-8. By the end of week 3, students will be able write a well-developed expository paragraph.

2. Write informative texts;
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Weeks 4-6

NM: The Land

NMSS Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas,

beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

5-8 Benchmark 1-A. New Mexico: explore and explain how people and events have influenced the development of New Mexico up to present day.

NMSS Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

5-8 Benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues:

5-8 Benchmark 2-B: explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change

5-8 Benchmark 2-C: understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes:

Students will:

1A-5. explain how New Mexicans have adapted to their physical environments to meet their needs over time (e.g., living in the desert, control over water resources, pueblo structure, highway system, use of natural resources)

2A-2. describe factors affecting location of human activities, including land-use patterns in urban, suburban and rural areas.

2B-1. select and explore a region by its distinguishing characteristics

2B-4. describe geographically-based pathways of inter-regional interaction (e.g., the Camino Real's role in establishing a major trade and communication route in the new world, the significance of waterways).

2C-2. interpret and analyze geographic information obtained from a variety of sources (e.g., maps, directly witnessed and surveillanced photographic and digital data, personal documents and interviews, symbolic representations - graphs, charts, diagrams, tables, etc.);

CCSS RH6-8. 1, 2, 4, 6, & 7 are taught and tested all four quarters.

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/ social studies.

7. Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS RW6-8. By the end of week 5 students will be able to write an objective summary.

2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Weeks 7-9

Indigenous People

NMSS Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

5-8 Benchmark 1-A. New Mexico: explore and explain how people and events have influenced the development of New Mexico up to present day.

1A-2. describe the characteristics of other indigenous peoples that had an effect upon New Mexico’s development (e.g., pueblo farmers, great plains horse culture, nomadic bands, etc. - noting their development of tools, trading routes, adaptation to environments, social structure, domestication of plants and animals);
1A-5. explain how New Mexicans have adapted to their physical environments to meet their needs over time (e.g., living in the desert, control over water resources, pueblo structure, highway system, use of natural resources)

CCSS RH6-8. 1, 2, 4, 6 & 7 are taught and tested all four quarters.
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/ social studies.
8. Distinguish among fact, opinion and reasoned judgment in a text.

CCSS RW6-8.
2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences