

7th Grade Quarterly Content Guide

CCSS Reading in Social Studies
RH Evidence Table

CCSS Writing in Social Studies
RW Evidence Table

Quarter 2

Week 1

Expository Essay (Indigenous People)

1A-2, 1A-5, 2B-1, 2B-4, 2C-2 (see above)

CCSS RH6-8. 1, 2, 4, 6 & 7 taught through-out the quarter.

CCSS RW6-8. By the end of Quarter 1, students will write a **3 paragraph essay** comparing and contrasting Indigenous People.
2. Write informative texts;
2a, 2b, 2c (see above)

Weeks 2-5 (You may do a 2-2 week LPs)

Spanish Period

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: 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

Students will:

1A-3. explain the significance of trails and routes within the region (e.g., Spanish Trail, El Camino Real, Santa Fe Trail)

1A-4. Describe how important individuals, groups and events impacted the development of New Mexico from 16th century to present (e.g., Don Juan de Onate, Don Diego de Vargas, Pueblo Revolt, Pope', 1837 Revolt, 1848 Rebellion, Treaty of Guadalupe Hidalgo, William Becknell and the Santa Fe Trail, Buffalo Soldiers, Lincoln County War, Navajo Long Walk, Teddy Roosevelt and the Rough Riders, Robert Goddard, J. Robert Oppenheimer, Smokey the Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque Balloon

CCSS RH6-8. 1, 2, 4, 6 & 7 taught through-out the quarter.

3. Identify key steps in a text's description of a process related to history / social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
(Emphasized throughout Q2-#3)

8. Distinguish among fact, opinion, and reasoned judgment in a text.

9. Analyze the relationship between a primary and secondary source on the same topic.

CCSS RW6-8. By the end of the week 4 students will be able to create a **poster** on Spain's impact on the New World.

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

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.

<p>Festival)</p> <p>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)</p>		
Weeks 6-8		
Mexican Period		
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.		
<p>Students will:</p> <p>1A-3. explain the significance of trails and routes within the region (e.g., Spanish Trail, El Camino Real, Santa Fe Trail)</p> <p>1A-4. Describe how important individuals, groups and events impacted the development of New Mexico from 16th century to present (e.g., Don Juan de Onate, Don Diego de Vargas, Pueblo Revolt, Pope', 1837 Revolt, 1848 Rebellion, Treaty of Guadalupe Hidalgo, William Becknell and the Santa Fe Trail...)</p> <p>)</p> <p>1A-6. Explain the impact of New Mexico on the development of the American west up to the present, to include: availability of land (e.g., individual, government, railroad, tribal, etc.): government land grants/treaties;; transportation (e.g., wagons, railroads, automobiles); identification and use of natural and human resources; population growth and</p>	<p>CCSS RH6-8. 1, 2, 4, 6 & 7 are taught and tested all four quarters.</p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>9. Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>CCSS RW6-8. By the end of week 7 students will create a technology project on Spain/Mexico's government systems.</p> <p>2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2e. Establish and maintain a formal style and objective tone.</p> <p>2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>7. Conduct short research projects to answer a question.</p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a</p>

<p>economic patterns; and cultural interactions among indigenous and arriving populations and the resulting changes.</p>		<p>single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>Weeks 9</p>		
<p>Review/Assessment/Research</p>		
<p>NMSS 1A-2, 1A-5, 2B-1, 2B-4, 2C-2 (see above) IC-1. Compare and contrast the influence of Spain/Mexico on the western hemisphere from colonization to the present.</p>	<p>CCSS RH6-8. 1, 2, 4, 6 & 7 are taught tested for all four quarters. 8. Distinguish among fact, opinion, and reasoned judgment in a text. 9. Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>CCSS RW6-8. Technology-Based presentation on Spain's/Mexico's impact on New Mexico. CSSS RW6-8. By the end of Q2 students will create a technology-based project comparing and contrasting government systems (Spain/Mexico) RW6-8.2a-f. RW6-8.6. Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. RW6-8.8. Gather information from the internet</p>