

7th Grade Quarterly Content Guide

CCSS Reading in Social Studies
RH Evidence Table

CCSS Writing in Social Studies
RW Evidence Table

Quarter 3

Weeks 1-4 (You may do a 2-2 week LPs)

American 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 1A: 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 1B: United States-analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the Civil War and reconstruction in United States history.

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 2E: explain how economic, political, cultural and social processes interact to shape patterns of human population and their interdependence, cooperation and conflict.

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... Treaty of Guadalupe Hidalgo, William Becknell and the Santa Fe Trail, Buffalo Soldiers, Lincoln County War, Navajo Long Walk...)
- 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; population growth and economic patterns; and cultural interactions among indigenous and arriving populations and the resulting

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

- Throughout the quarter students will:
1. Write arguments focused on discipline-specific content.
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

<p>changes.</p> <p>1B-1. Analyze United States political policies on expansion of the United States into the southwest (e.g., Mexican cession, Gadsden Purchase, broken treaties, Long Walk)</p> <p>2E-3. Explain the accessibility to the New Mexico territory via the Santa Fe Trail and the railroad, conflicts with indigenous peoples and the resulting development of New Mexico.</p>		
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Weeks 5-7

Civics

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, 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 Festival)</p> <p>1A-6. Explain the impact of New Mexico on the development of the American west up to the</p>	<p>CCSS RH6-8. 1, 2, 4, 6 & 7 are taught and tested all four quarters.</p> <p>3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).</p>	<p>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>
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<p>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 economic patterns; and cultural interactions among indigenous and arriving populations and the resulting changes.</p>		
<p>Weeks 8-9</p>		
<p>Review/Assessment/Research</p>		
<p>NMSS 1A-2, 1A-5, 2B-1, 2B-4, 2C-2 (see above)</p>	<p>CCSS RH6-8. Review 1-9</p>	<p>CCSS RW6-8. By the end of Q3 students will create a technology based project including a summary relating to government or the Long Walk. 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>