

7th Grade Quarterly Content Guide

CCSS Reading in Social Studies
RH Evidence Table

CCSS Writing in Social Studies
RW Evidence Table

Quarter 4

Weeks 1-4

EOC Review

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 New Mexico: 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

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 2A 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 2A: 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 2B: 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 2C: understand how human behavior impacts man-made and natural environments, recognizes past and present results and predict potential changes

Students will: review for EOC
NM The Land/Indigenous People/Spanish/Mexican Period
1A-2. –characteristics of indigenous people
 Land bridge, drought
 1A-3. –trails and trade routes; El Camino Real, Old Spanish Trail, Santa FE Trail
 1A-4.- Coronado and Onate, Pope, Martinez, Lamy
 1A-5. –acequia, lack of water
1A-6. –railroad, land grants, Treaty of Guadalupe Hidalgo
 2A-2.- urban vs. rural
2B-1. –regions (provinces) characteristics
2B-4. – trade and communication routes in to the new world
2C-2. – analyze geographic information; maps, charts, graphs

CCSS RH6-8. All standards will be addressed throughout Q4.

Throughout the quarter
 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.
Weeks 5-6		
EOC Review		
NMSS Content Standard 1: 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		
NMSS Content Standard 2: 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.		
NMSS Content Standard 3: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how government function at local, state, tribal and national levels.		
NMSS Content Standard 4: Students understand basic economic principles and use economics reasoning skills to analyze the impact of economic systems) including market economy) on individuals, families, businesses, communities, and governments.		
5-8 Benchmark 1B: United States-analyze and interpret major eras, events and individuals from periods of exploration and colonization through the Civil War and Reconstruction in the United States.		
5-8 Benchmark 2E: Explain how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict.		
5-8 Benchmark 3C: compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government.		
5-8 Benchmark 4C: describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world.		
Students will: Review EOC 1B-1 -Gadsden Purchase, Treaty of Guadalupe Hidalgo 2E-3 -conflicts with indigenous people, railroad and Santa Fe Trail 3C-1 - Statehood 3C-2 -Government-3 branches 4C-3 -urban state, water issues; acequia, agriculture 4C-4 -economic systems; cattle vs. sheep	CCSS RH6-8. 1, 2, 4, 6 & 7 are taught and tested all four quarters.	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		
United States		

<p>Early US History – 1B5: describe, explain and analyze the aims and impact of western expansion and the settlement of the United States to include colonization, government concepts, and Manifest Destiny; 13 Colonies, Constitution, Expansion & Growth Students will: -explain the motivations of European explorations -analyze the Declaration of Independence and the Constitution -identify regions in the United States -westward expansion -growth of the United States</p>	<p>CCSS RH6-8. 1, 2, 4, 6 & 7 are taught tested for all four quarters. RH6-8 10 By the end of grade 8, students will be able to read and comprehend history/social studies texts in the grades 6-8 text independently and proficiently.</p>	<p>CCSS RW6-8.6 Technology-Based project (Student choice) Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. RW6-8.2a-f. see Writing Evidence Table RW6-8.8. Gather information from the internet</p>
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