

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

ESSENTIAL QUESTIONS: What concepts and tools do geographers use to study the world?	
STRAND: II-Geography	BENCHMARK: II-A: Analyze and evaluate the characteristics and purpose of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present, and future in terms of patterns, events and issues. II-C: Understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes. II-E: Explain how economic, political, cultural, and social processes interact to shape patterns of human populations and their interdependence, cooperation, and conflict. II-F: Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution and relative importance of resources.
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.	

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

1 st 9 Weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES 4-5 Class Periods	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<p>II-A2: Describe factors affecting location of human activities, including land-use patterns in urban, suburban and rural areas.</p> <p>II-B 1,4: 1. Select and explore a region by its distinguishing characteristics. 4. Describe geographically based pathways of inter-regional interaction (e.g.- Camino Real’s role in establishing a major trade and communication route in the New World, the significance of waterways).</p> <p>II-E3: 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> <p>II-C1- Explain how differing perceptions of places, people, and resources have affected events and conditions in the past</p> <p>II-C2: Interpret and analyze geographic information obtained from a variety of sources (e.g., maps, directly witnessed and surveillance photographic and digital data, personal documents and interviews, symbolic representations –graphs, charts, diagrams, tables, etc.)</p>	<p style="text-align: center;">Basics of Geography Five Themes of Geography</p> <p style="text-align: center;">Common Core Standard CCR-RH-1 CCR-RH-3 CCR-RH-4 CCR-RH-5 CCR-RH-9 CCR-RH-10 RH-4 RH-5 RH-7 CCR-WHST-2 CCR-WHST-4 CCR-WHST-5 WHST-1B WHST-1C WHST-1D WHST-2D WHST-2E WHST-4</p> <p style="text-align: center;">Introduce Review and Extend Master</p>	<p>Student will identify and summarize the five themes of geography.</p> <p>Students will demonstrate their recognition of the five themes of geography</p> <p>Students will further demonstrate their knowledge of the five themes of geography and ability to locate information from the textbook</p> <p>Students will demonstrate their understanding of relative and absolute location</p> <p>Students will understand geographic vocabulary.</p> <p>Students will continue to develop their knowledge of geographic vocabulary</p> <p>Students will be introduced to primary and secondary sources.</p> <p style="text-align: center;">The student will be able to:</p> <p>Understand that Geographers study the world by looking at location, place, region, movement, and human-environment interaction.</p>	<p>Notes –Google Classroom, Pre-Assessment Test</p> <p>Guided Reading pages</p> <p>Online Review Games, Crossword Puzzle</p> <p>Creating a Sketch Map, Practice Worksheets (Comic Strip Geography)-Google Drive</p> <p>Vocabulary builder page</p> <p>Primary/Secondary Source Identification of source materials in class.</p> <p>Section quiz Observation Classwork</p>	<p><i>The New Mexico Journey</i> (textbook) (Chapter 1) Google Classroom, Student Laptops, http://mrnussbaum.com/world-geography-for-kids/</p> <p>http://mrnussbaum.com/world-geography-for-kids/ Student laptops</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 1)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 1)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 1), Vocabulary List</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 1), Examples of Primary and Secondary Sources to be identified, Primary/Secondary Quiz Sheet</p>

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

ESSENTIAL QUESTIONS: What events or situations may cause a person or persons to migrate?					
STRAND: I History II Geography		BENCHMARK: (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day. (II-C) Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes. (II-D) Explain how physical processes shape Earth's surface patterns and bio-systems.			
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, U.S., and world history in order to understand the complexity of the human experience. (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.					
1 st 9 Weeks	PEFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES 6-8 Class Periods	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	I-A-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, noting their development of tools, trading routes, adaptation to environments, social structure, domestication of plants and animals. I-A-5. Explain how New Mexican's have adapted to meet their needs over time (e.g., living in a desert, control over water resources, pueblo structure, highway system, use of natural resources). II-C-2. Interpret and analyze geographic information obtained from a variety of sources (e.g., maps, witnessed and surveillance photographic and digital data, symbolic representations [e.g., charts, graphs, tables, diagrams], personal documents, and interviews). II-D-3. Explain how ecosystems influence settlements and societies.	Natives of the Southwest and New Mexico <b style="color: green;">Migration RH-4. RH-5 RH-7 WHST-1B WHST-2D I= Introduce R=Review and Extend M=Master	Students will identify migration routes used by Native Americans (will include Bering Strait crossing as well as other possible routes) Students will identify Native American settlements in New Mexico Students will observe flint knapping by a guest lecturer, as well as throw an atlatl provided by a guest lecturer. Students will analyze data to determine why Native Americans lived and worked in various locations. Students will understand vocabulary, key people, and events <p style="text-align: center;">The student will be able to:</p> Identify migration routes used by Native Americans as well as identify where and why natives lived in certain locations	Maps Maps Observation/Participation Charts, maps, graphs, tables, and notes Reproducible Quiz	<i>The New Mexico Journey</i> (textbook) (Chapter 2) <i>The New Mexico Journey</i> (textbook) (Chapter 2) <i>The New Mexico Journey</i> (textbook) (Chapter 2) <i>The New Mexico Journey</i> (textbook) (Chapter 2) <i>The New Mexico Journey</i> (textbook) (Chapter 2) Quiz will be taken on Kahoot or Google Classroom

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

ESSENTIAL QUESTIONS: How do different groups pass on their cultures?					
STRAND: I History III Civics and Government		BENCHMARK: (I-D) Research people and events from a variety of perspectives. (III-B) Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.			
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, U.S., and world history in order to understand the complexity of the human experience. (III) Students understand the ideas, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the U.S. with particular emphasis on the U.S. and NM constitutions and how governments function at local, state, tribal, and national levels.					
1 st 9 Weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES 6-8 Class Periods	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	I-D-2. Demonstrate the ability to examine history from the perspectives of the participants. I-D-3. Use the problem-solving process to identify a problem; gather information, list and consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution using technology to present the findings. III-B-2. Describe ways in which different groups maintain their cultural heritage. III-B-4. Identify official and unofficial public symbols of various cultures and describe how they are or are not exemplary of enduring elements in those cultures.	<p style="color: blue;">Natives of the Southwest and New Mexico</p> <p style="color: red;">Cultures</p> <p style="text-align: center;">RH-4 RH-7 WHST-1B WHST-2A WHST-2D WHST-2E WHST-8</p> <p style="color: blue;">I= Introduce R=Review and Extend M=Master</p>	<p>Students will research different Native American cultures of New Mexico and understand the complexities, similarities and differences among the cultures.</p> <p>Students will analyze data concerning a culture of Native Americans in New Mexico by writing a short research paper that also includes information about symbols, songs, and traditions of that culture.</p> <p>Students will compare and contrast the cultures of the Navajo, Apache, and Pueblo people.</p> <p>Students will identify areas of settlement of the Navajo, Apache, and Pueblo in New Mexico</p> <p style="text-align: center;">The student will be able to: Identify the various Native American cultures of New Mexico as well as identify and understand the characteristics of the Native American cultures living in New Mexico.</p>	<p>PowerPoint presentation/Rubric</p> <p>Research Paper (Rubric) (Google Drive-PJHS History Shared Folder)</p> <p>Venn Diagram</p> <p>Maps/ Charts</p> <p>Chapter 2 Review Questions (Google Drive-PJHS History Shared Folder)</p> <p>Unit test (Chapter 2)</p>	<p><i>The New Mexico Journey</i> (textbook) (Chapter 2) Student laptops newmexico.org</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 2) Student laptops newmexico.org PJHS library</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 2) Smartboard</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 2)</p>

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

ESSENTIAL QUESTIONS: Why did the Spanish set out to explore and why did they choose the southwest?	
STRAND: I History II Geography III Civics and Economics	BENCHMARK: (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day. (I-C) Compare and contrast major historical eras, events, and figures from ancient civilizations to the age of exploration. (II-C) Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes. (III-B) Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.
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, U.S., and world history in order to understand the complexity of the human experience. (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. (III) Students understand the ideas, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the U.S. with particular emphasis on the U.S. and NM constitutions and how governments function at local, state, tribal, and national levels.	

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

2 nd 9 Weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES 4-6 Class Periods	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<p>I.A.3. Explain the significance of trails and trade routes within the region (e.g., Spanish Trail, Camino Real, Santa Fe Trail).</p> <p>I.A.4. Describe how important individuals, groups, and events impacted the development of New Mexico from 16th century to the present (e.g., Don Juan Onate, Don Diego 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, Theodore Roosevelt and the Rough riders, Robert Goddard, J. Robert Oppenheimer, Smoky Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta).</p> <p>I.A.6. Explain the impact of New Mexico on the development of the American West up to the present, to include: Availability of land, government land grants/treaties, transportation, identification and use of natural resources, population growth and economic concerns, cultural interactions among indigenous and arriving populations and the resulting changes.</p>	<p>Spanish Explorations and Settlements</p> <p style="color: green;">Explorers and Settlements</p> <p style="text-align: center;">RH-3 RH-4 RH-7 WHST-1B WHST-2D WHST-2E</p> <p style="text-align: center;">I= Introduce R=Review and Extend M=Master</p>	<p>Students will identify the path of Spanish explorers as they left present day Mexico and entered the American Southwest, concentrating on New Mexico.</p> <p>Students will sequence the exploration of New Mexico by the Spanish</p> <p>Students will identify early Spanish settlements in New Mexico</p> <p>Students will understand why settlements were established and where they were established (e.g., resources, defense, farming) by comparing and contrasting settlements.</p> <p>Students will understand vocabulary, key people, and events</p> <p>Students will be assigned an explorer to research and write a 4 paragraph paper.</p> <p style="text-align: center;">The student will be able to:</p> <p>Locate Spanish exploration routes and Spanish settlements in New Mexico and demonstrate knowledge of the reasons for settlement.</p>	<p>Map Skills</p> <p>Timeline</p> <p>Map Skills</p> <p>Notes</p> <p>Reproducible/Vocabulary Quiz</p> <p>Explorer Research Paper (Google Drive-PJHS Shared Folder)</p> <p>1st 9 Weeks Common Assessment</p>	<p><i>The New Mexico Journey</i>(textbook) (Chapter 3) Student laptops newmexicohistory.org</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 3)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 3)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 3)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 3)</p> <p>Web Based Research Class Chromebooks www.legendsofamerica.com/ah-spanishexplorers.html</p> <p>Multiple Choice/Short Answer</p>

ESSENTIAL QUESTIONS: Why did the Spanish set out to explore and why did they choose the southwest?	
<p>STRAND: I History II Geography III Civics and Economics</p>	<p>BENCHMARK: (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day. (I-C) Compare and contrast major historical eras, events, and figures from ancient civilizations to the age of exploration. (II-C) Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes. (III-B) Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.</p>

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

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, U.S., and world history in order to understand the complexity of the human experience.
(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.
(III) Students understand the ideas, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the U.S. with particular emphasis on the U.S. and NM constitutions and how governments function at local, state, tribal, and national levels.

	PERFORMANCE STANDARD <i>(continued)</i>	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
Semester 1	<p>I.C.1. Compare and contrast the influence of Spain on the Western Hemisphere from colonization to the present.</p> <p>II.C.1. Explain how differing perceptions of people, places, and resources have affected events and conditions in the past.</p> <p>III.B.2. Describe ways in which different groups maintain their cultural heritage.</p>	<p>Spanish Explorations and Settlements</p> <p style="color: green;">Explorers and Settlements (continued)</p>			

ESSENTIAL QUESTIONS: How did Spanish exploration and colonization affect New Mexico's population?	
STRAND: I History	BENCHMARK: (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day
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, U.S., and world history in order to understand the complexity of the human experience governments.	

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

2 nd 9 Weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES 4-5 Class Periods	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<p>I.A.4. Describe how important individuals, groups, and events impacted the development of New Mexico from 16th century to the present (e.g., Don Juan Onate, Don Diego 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, Theodore Roosevelt and the Rough riders, Robert Goddard, J. Robert Oppenheimer, Smoky Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta).</p> <p>I.A.6. Explain the impact of New Mexico on the development of the American West up to the present, to include: Availability of land, government land grants/treaties, transportation, identification and use of natural resources, population growth and economic concerns, cultural interactions among indigenous and arriving populations and the resulting changes.</p>	<p>New Mexico is Home to Hispanic Culture</p> <p>Spanish Rule</p> <p>RH-2 RH-3 RH-4 RH-7 WHST-2(all) WHST-5</p> <p>I= Introduce R=Review and Extend M=Master</p>	<p>Students will sequence New Mexico under Spanish rule</p> <p>Students will understand what New Mexico was like under Spanish rule (e.g., political, economic, social, treatment of Native Americans, foreign policy, and settlement choices)</p> <p>Students will understand vocabulary, key people, and events</p> <p>Students will identify El Camino Real and the Santa Fe Trail</p> <p>Students will identify the Legend of Cibola and how it influenced Spanish Explorers to settle in New Mexico.</p> <p>Students will sequence and understand the Pueblo Revolt</p> <p>Students will summarize New Mexico under Spanish rule after the Reconquest</p> <p style="text-align: center;">The student will be able to: Sequence, understand, and identify key elements of New Mexico under Spanish Rule</p>	<p>Timeline</p> <p>Quadrant squares/Class discussion</p> <p>Reproducible, definitions, quiz</p> <p>Map</p> <p>Cibola Travel Brochure (Rubric) (Google Drive)</p> <p>Video Questions</p> <p>Timeline/Notes</p> <p>Unit test (Chapter 3)</p>	<p><i>The New Mexico Journey</i> (textbook) (Chapter 3)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 3)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 3)</p> <p>Blank Map of New Mexico (Colored Pencils)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 3) Travel Brochure Wksht</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 3) Pueblo Revolt Video (YouTube)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 3)</p> <p>Multiple Choice</p>

ESSENTIAL QUESTIONS: How did changes in New Mexico reflect the changing American West?

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

STRAND: I History II Geography IV Economics	BENCHMARK: (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day. (II-E) Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict. (IV-C) Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world			
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 N.M., U.S., and world history in order to understand the complexity of the human experience governments. (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. (IV) Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2nd 9 Weeks</p> <p>PERFORMANCE STANDARD</p> <p>IA.4. Describe how important individuals, groups, and events impacted the development of New Mexico from 16th century to the present (e.g., Don Juan Onate, Don Diego 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, Theodore Roosevelt and the Rough riders, Robert Goddard, J. Robert Oppenheimer, Smoky Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta).</p> <p>IA.6. Explain the impact of New Mexico on the development of the American West up to the present, to include: Availability of land, government land grants/treaties, transportation, identification and use of natural resources, population growth and economic concerns, cultural interactions among indigenous and arriving populations and the resulting changes.</p>	<p>CONCEPTS/SKILLS</p> <p>New Mexico is Home to Hispanic Culture</p> <p>Mexican Rule</p> <p>RH-2 RH-3 RH-4 RH-7 WHST-2B WHST-2D WHST-2E</p> <p>I= Introduce R=Review and Extend M=Master</p>	<p>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES 4-5 Class Periods</p> <p>Students will sequence New Mexico under Mexican rule</p> <p>Students will understand what New Mexico was like under Mexican rule (e.g., political, economic, social, treatment of Native Americans, foreign policy, and settlement choices)</p> <p>Students will understand vocabulary, key people, and events</p> <p>Students will identify the Santa Fe Trail and understand its importance to New Mexico</p> <p>Students will sequence the Revolt of 1837</p> <p>Students will be introduced to the Mexican-American War via Google Slides and take notes into a graphic organizer identifying causes, figures, events and effects.</p> <p>Students will create a cartoon strip concerning the argument and actions between Texas and New Mexico</p> <p>The student will be able to: Sequence, understand, and identify key elements of New Mexico under Mexican Rule</p>	<p>ASSESSMENTS</p> <p>Timeline</p> <p>Quadrant squares/Class discussion</p> <p>Reproducible</p> <p>Map/Notes (Review)</p> <p>Timeline/Notes</p> <p>Graphic Organizer</p> <p>Rubric</p> <p>2nd 9 Weeks Common Assessment</p>	<p>STUDENT MATERIALS AND RESOURCES</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 4)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 4)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 4)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 4) newmexicohistory.org</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 4) Google Classroom</p> <p>Graphic organizer via Google Classroom, Smart Board, Student Laptops</p> <p><i>The New Mexico Journey</i> (textbook) Student laptops newmexicohistory.org</p> <p>Multiple Choice/Short Answer</p>

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

ESSENTIAL QUESTIONS: How did changes in New Mexico reflect the changing American West?					
STRAND: I History II Geography IV Economics		BENCHMARK: (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day. (II-E) Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict. (IV-C) Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world			
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 N.M., U.S., and world history in order to understand the complexity of the human experience governments. (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. (IV) Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.					
Semester 1	PEFORMANCE STANDARD (continued)	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	II.E.3. Explain the accessibility of the New Mexico territory via the Santa Fe Trail and the railroad, conflicts with indigenous peoples, and the resulting development of New Mexico. IV.C.2. Understand the interdependence of the economies of New Mexico, the U.S., and the world.	New Mexico is Home to Hispanic Culture (continued) Mexican Rule			

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

ESSENTIAL QUESTIONS: What effect did Manifest Destiny have on Native Americans in the American West?	
STRAND: I History II Economics	BENCHMARK: (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day. (I-B) Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in the U.S. (IV-B) Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.
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, U.S., and world history in order to understand the complexity of the human experience. (IV) Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.	

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

2 nd 9 Weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES 4-6 Class Periods	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<p>IA.4. Describe how important individuals, groups, and events impacted the development of New Mexico from 16th century to the present (e.g., Don Juan Onate, Don Diego 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, Theodore Roosevelt and the Rough riders, Robert Goddard, J. Robert Oppenheimer, Smoky Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta).</p> <p>IA.6. Explain the impact of New Mexico on the development of the American West up to the present, to include: Availability of land, government land grants/treaties, transportation, identification and use of natural resources, population growth and economic concerns, cultural interactions among indigenous and arriving populations and the resulting changes.</p> <p>IB.1. Analyze U.S. political policies on expansion of the U.S. into the Southwest.</p> <p>IV.B.1. Identify government activities that effect local, state, tribal, and national economics.</p>	<p>New Mexico Becomes a Territory of the United States.</p> <p style="color: green;">Becoming a Territory</p> <p style="text-align: center;">RH-1 RH-2 RH-3 RH-4 RH-7 WHST-1 (all) WHST-5</p> <p style="text-align: center;">I= Introduce R=Review and Extend M=Master</p>	<p>Students will understand the importance of the 1847 Rebellion during the Mexican-American War</p> <p>Students will sequence the events that lead to New Mexico becoming a United States Territory</p> <p>Students will identify the Mexican Cession, Gadsden Purchase, and other boundary changes up to 1863</p> <p>Students will understand vocabulary, key people, and events</p> <p style="text-align: center;">The student will be able to:</p> <p>Identify the events that lead to New Mexico becoming a U.S. Territory.</p>	<p>Class discussion/Notes</p> <p>List factors in a flow chart.</p> <p>Map</p> <p>Vocab Definitions/Vocab Quiz</p>	<p><i>The New Mexico Journey</i> (textbook) (Chapter 4)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 4)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 4)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 4)</p>

ESSENTIAL QUESTIONS: What was New Mexico's role and importance in the Civil War?	
STRAND: I History	BENCHMARK: (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day
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, U.S., and world history in order to understand the complexity of the human experience.	

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

2 nd 9 Weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES 3-4 Class Periods	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<p>IA.4. Describe how important individuals, groups, and events impacted the development of New Mexico from 16th century to the present (e.g., Don Juan Onate, Don Diego 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, Theodore Roosevelt and the Rough riders, Robert Goddard, J. Robert Oppenheimer, Smoky Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta).</p>	<p><i>New Mexico Becomes a Territory of the United States.</i></p> <p>The Civil War in New Mexico</p> <p>RH-1 RH-2 RH-4 RH-7 WHST-1B WHST-2D WHST-6</p> <p>I= Introduce R=Review and Extend M=Master</p>	<p>Students will develop a list of supplies needed to supply an army that is hundreds of miles from their base. Resulting data will be used in class</p> <p>Students will identify the Union states and the Confederate states</p> <p>Students will sequence and identify the events during the Civil War concerning New Mexico</p> <p>Students will understand the importance of the Battle of Glorieta Pass</p> <p>Students will illustrate the Battle of Glorieta Pass</p> <p style="text-align: center;">The student will be able to: Identify Civil War activities in New Mexico and the resulting difficulties faced by both armies.</p>	<p>Rubric/Class discussion</p> <p>Map-Color Code States</p> <p>Timeline/Map – Identify and mark key battle sites in NM</p> <p>Notes</p> <p>Illustration-Poster, Comic Strip or Google Slide Presentation</p> <p>Quiz</p>	<p><i>The New Mexico Journey</i> (textbook) (Chapter 4)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 4)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 4) Civilwar.org</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 4) Civilwar.org</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 4) Classroom Laptops, Art Supplies</p>

ESSENTIAL QUESTIONS: How did the dynamic with Native Americans change with New Mexico becoming a U.S. Territory?

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

STRAND: I History		BENCHMARK: (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day. (I-B) Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in the U.S.			
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, U.S., and world history in order to understand the complexity of the human experience.					
2nd 9 Weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES 4-5 Class Periods	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<p>IA.4. Describe how important individuals, groups, and events impacted the development of New Mexico from 16th century to the present (e.g., Don Juan Onate, Don Diego 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, Theodore Roosevelt and the Rough riders, Robert Goddard, J. Robert Oppenheimer, Smoky Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta).</p> <p>IB.1. Analyze U.S. political policies on expansion of the U.S. into the Southwest.</p>	<p>New Mexico Becomes a Territory of the United States.</p> <p style="text-align: center;">The Navajo Long Walk</p> <p style="text-align: center;">RH-1 RH-2 RH-3 RH-4 RH-7 RH-8 WHST-1 (all)</p> <p style="text-align: center;">I= Introduce R=Review and Extend M=Master</p>	<p>Students will identify the routes taken during the Long Walk</p> <p>Students will research the Navajo Long Walk and take notes on conditions the Navajo faced.</p> <p>Students will understand different viewpoints of the Long Walk</p> <p>Students will complete research about the Navajo Long Walk</p> <p style="text-align: center;">The student will be able to: Sequence the events of the Long Walk as well as demonstrate understanding of causes and effects.</p>	<p>Map</p> <p>Fictional Diary Account of the Navajo Long Walk</p> <p>Class discussion/Notes</p> <p>Research Project (Rubric)</p> <p>2nd 9 Weeks Common Assessment</p>	<p><i>The New Mexico Journey</i> (textbook) (Chapter 4)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 4)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 4) Student laptops newmexicohistory.org</p> <p>Bosque Redondo Reading Sheets, Web Based Research, Student laptops</p>

ESSENTIAL QUESTIONS: How did New Mexico's political and economic climate lead to the Lincoln County War?

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

STRAND: I History		BENCHMARK: (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day.			
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, U.S., and world history in order to understand the complexity of the human experience.					
	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES 4-5 Days	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
3 rd 9 Weeks	<p>I.A.4. Describe how important individuals, groups, and events impacted the development of New Mexico from 16th century to the present (e.g., Don Juan Onate, Don Diego 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, Theodore Roosevelt and the Rough riders, Robert Goddard, J. Robert Oppenheimer, Smoky Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta).</p>	<p>New Mexico Becomes a Territory of the United States.</p> <p style="text-align: center;">The Lincoln County War</p> <p style="text-align: center;">RH-1 RH-2 RH-3 RH-4 RH-7 WHST-1 (all) WHST-2 (all)</p> <p style="text-align: center;">I= Introduce R=Review and Extend M=Master</p>	<p>Students will sequence the events of the Lincoln County War</p> <p>Students will understand the events of the Lincoln County War</p> <p>Students will research the Lincoln County War and write a paragraph describing the conflict from the point of view of Billy the Kid.</p> <p>Students will write a one-page report over the importance of Harvey Houses to New Mexico's tourism as well as the impact they had on the railroad.</p> <p style="text-align: center;">The student will be able to: Sequence and understand the events of the Lincoln County War.</p>	<p>Timeline</p> <p>Class discussion/Notes</p> <p>Video-Questions, Writing Assignment</p> <p>Google Docs-One Page Report</p> <p>Chapter Test</p>	<p><i>The New Mexico Journey</i> (textbook) (Chapter 5)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 5)</p> <p>Billy the Kid – Wild West Outlaw (BBC)- Video Questions</p> <p><i>The New Mexico Journey</i> (textbook) Student laptops newmexicohistory.org</p> <p><i>The New Mexico Journey</i> (textbook) Student laptops newmexicohistory.org</p>

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

ESSENTIAL QUESTIONS: What were the struggles New Mexico faced when applying for statehood?					
STRAND: I History		BENCHMARK: (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day			
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, U.S., and world history in order to understand the complexity of the human experience.					
3 rd 9 Weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES 4-5 Days	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<p>I.A.4. Describe how important individuals, groups, and events impacted the development of New Mexico from 16th century to the present (e.g., Don Juan Onate, Don Diego 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, Theodore Roosevelt and the Rough riders, Robert Goddard, J. Robert Oppenheimer, Smoky Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta).</p>	<p>New Mexico Becomes a Territory of the United States.</p> <p>Spanish-American War and the Rough Riders</p> <p>RH-1 RH-2 RH-3 RH-4 RH-7 WHST-1 (all) WHST-2 (all) WHST-4 WHST-6</p> <p>I= Introduce R=Review and Extend M=Master</p>	<p>Students will sequence events of the Spanish-American War concerning New Mexico</p> <p>Students will research the Rough Riders and write a biography of who they were and why they were important.</p> <p>Students will identify roadblocks New Mexico faced in applying for statehood. (Elkins Handshake, Changing State Name, Joint Statehood with Arizona.)</p> <p>Students will compare and contrast New Mexico's road to statehood with that of the 13 American Colonies.</p> <p style="text-align: center;">The student will be able to:</p> <p>Sequence and understand the events of the Spanish-American War and the part that the Rough Riders played.</p>	<p>Timeline</p> <p>Research Paper</p> <p>Graphic Organizer/Venn Diagram</p> <p>Test</p>	<p><i>The New Mexico Journey</i> (textbook) (Chapter 5)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 5)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 5)</p> <p><i>The New Mexico Journey</i> (textbook) (Chapter 5), Diagram Paper Student laptops</p>

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

ESSENTIAL QUESTIONS: Why have land grant and treaty issues remained unresolved to the present day?					
STRAND: History		BENCHMARK: Benchmark I –A. New Mexico: analyze how people and events of New Mexico have influenced United States and World History since statehood.			
STANDARD: 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.					
3 rd 9 Weeks	PERFORMANCE STANDARD:	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	2. Analyze the geographic, economic, social and political factors of New Mexico that impact United States and World History, to include: A: Land grant and treaty issues unresolved to present day and continuing to impact relations between and among citizens at the state, tribal and federal government levels.	Review/Extend previously introduced skill unless noted R=Review and Extend *M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies Present Day Issues 1. Land Grant and Treaty Issues	4-5 Class Periods Students will go to the internet and access their textbooks to research past land grant issues and continuing land grant issues as well as treaties written during this time. Students will write an essay describing these issues to include relations between and among citizens of New Mexico. Students will analyze in detail the series of events described in their text as well as in the information they find on the internet to determine whether earlier events caused later ones or simply preceded them.	Comprehensive Essay (Rubric)	Internet resources: http://www.nmcpr.state.nm.us/archives/research-resources/land-grants/ http://online.nmartmuseum.org The NM Journey Textbook Page 212 http://www.history.com/topics/treaty-of-guadalupe-hidalgo https://www.archives.gov/education/lessons/guadalupe-hidalgo
	RH-3				

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

--	--	--	--	--	--

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

ESSENTIAL QUESTIONS: What water issues are important to New Mexicans today?					
STRAND: History		BENCHMARK: Benchmark I –A. New Mexico: analyze how people and events of New Mexico have influenced United States and World History since statehood.			
STANDARD: 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.					
3rd 9 Weeks	PERFORMANCE STANDARD:	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How):	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES:
	<p>2. Analyze the geographic, economic, social and political factors of New Mexico that impact United States and world history, to include:</p> <p>B. role of water issues as they relate to development of industry, population growth, historical issues and current acequia systems/water organizations.</p> <p>WHST-4</p>	<p>Review/Extend previously introduced skill unless noted</p> <p>R=Review and Extend *M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies</p> <p>Present Day Issues</p> <p>1. Water issues</p>	<p style="text-align: center;">4-5 Class Periods</p> <p>In groups of 2 students will use the internet and research water issues in New Mexico today. They will develop a plan for water distribution in New Mexico for the next ten years. Students will present their findings using a power point or a Google Slides. The students will then do an oral presentation of their plan to the class.</p> <p>The students writing will be clear and coherent in a manner in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Teacher observation of presentations</p>	<p>Internet resources:</p> <p>https://www.youtube.com/watch?v=sfCNlkCWzww</p> <p>nm.water.usgs.gov</p> <p>www.wrri.nmsu.edu</p> <p>http://nmenvirolaw.org/issues-water/</p> <p>https://www.abqjournal.com/558815/rising-to-challenge-of-new-mexicos-falling-water-supply.html</p> <p>www.newmexicohistory.org/Topics/detail/C246</p> <p>http://nmindepth.com/2016/01/05/is-the-rio-grande-headed-for-permanent-drought/</p> <p>http://www.yesmagazine.org/issues/water-solutions/ancient-traditions-keep-desert-waters-flowing</p> <p><i>The New Mexico Journey</i> (Textbook)</p> <p>Chapter 6</p>

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

--	--	--	--	--	--

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

ESSENTIAL QUESTIONS: How has the population distribution changed in New Mexico since statehood?					
STRAND: History		BENCHMARK: Benchmark I –A. New Mexico: analyze how people and events of New Mexico have influenced United States and World History since statehood.			
STANDARD: 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.					
3 rd 9 Weeks	PERFORMANCE STANDARD:	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	2. Analyze the geographic, economic, social and political factors of New Mexico that impact United States and world history, to include: c. urban development RH-7 & 8	Review/Extend previously introduced skill unless noted R=Review and Extend *M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies Present Day Issues 1. Urban development	4-5 Class Periods Students will research the early stages of population in New Mexico. Students will also show how New Mexico has grown in urban areas since statehood. In groups of 2-3 students will create a chart indicating the population growth in urban areas around our state. Students will need to correlate the growth in these areas to reasons such as water, environment and climate resources and development. Students will also integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. They will also assess the extent to which the reasoning and evidence in a text support the author's claims.	Teacher will grade charts to make sure all criteria are met.	https://ibis.health.state.nm.us/indicator/view/NMPopDemoRacEth.NM.html https://suburbanstats.org/population/how-many-people-live-in-new-mexico www.newmexicohistory.org http://online.nmartmuseum.org https://www.britannica.com/place/New-Mexico

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

ESSENTIAL QUESTIONS: How is New Mexico important to our federal government?					
STRAND: History		BENCHMARK: Benchmark I –A. New Mexico: analyze how people and events of New Mexico have influenced United States and World History since statehood.			
STANDARD: 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.					
3 rd 9 Weeks	PERFORMANCE STANDARD:	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<p>2. Analyze the geographic, economic, social and political factors of New Mexico that impact United States and world history, to include: d. role of the federal government (e.g., military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects)</p>	<p>Review/Extend previously introduced skill unless noted</p> <p>I= Introduce R=Review and Extend M=Master</p> <p>CC= Reading and Writing Standards for Literacy in History/Social Studies</p> <p>Present day issues</p> <ol style="list-style-type: none"> 1. New Mexico's role in the US. 2. Federal government 	<p style="text-align: center;">4-5 Class Periods</p> <p>Students will research the most valuable resources, mines, and laboratories that New Mexico produces for the United States and write an essay over the importance of them. Students will also research the National parks and tourism spots that New Mexico has and describe the importance that the tourism industry brings to the economy of our state.</p> <p>After teacher background briefing, students will each be assigned one role of New Mexico in the federal government (e.g., military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects) to research and present to the class using any method they choose to cover the material.</p>	<p>Teacher will grade essays over the resources and tourism.</p>	<p>STUDENT MATERIALS AND RESOURCES</p> <p>www.nps.gov/state/nm/</p> <p>www.britannica.com/place/New-Mexico</p> <p>www.newmexicohistory.org</p>

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

ESSENTIAL QUESTIONS: How is New Mexico unique as a “Minority Majority” state?					
STRAND: History		BENCHMARK: Benchmark I –A. New Mexico: analyze how people and events of New Mexico have influenced United States and World History since statehood.			
STANDARD: 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.					
3 rd 9 Weeks	PERFORMANCE STANDARD:	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<p>2. Analyze the geographic, economic, social and political factors of New Mexico that impact United States and World History, to include:</p> <p>e. unique role of New Mexico in the 21st century as a “minority majority” state;</p> <p>WHST-9</p>	<p>Review/Extend previously introduced skill unless noted</p> <p>R=Review and Extend</p> <p>M=Master</p> <p>CC=Reading and Writing Standards for Literacy in History/Social Studies</p> <p>Present day issues</p> <p>1. Minority Majority state</p>	<p style="text-align: center;">4-5 Class Periods</p> <p>Students will do a web diagram showing the integration of the different cultures that make New Mexico unique. They will present their web diagrams.</p> <p>The students will draw evidence from informational texts and internet to support analysis, reflection and research of the population diversity of New Mexico.</p>	<p>Teacher observation of web diagrams</p>	<p>http://www.governing.com/topics/urban/gov-majority-minority-populations-in-states.html</p> <p>https://ibis.health.state.nm.us/indicator/view/NMPopDemoRacEth.NM.html</p> <p>Diagram Template Handout</p>

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

ESSENTIAL QUESTIONS: What roles did New Mexico and New Mexicans play in World War II?	
STRAND: History	BENCHMARK: Benchmark I –A. New Mexico: analyze how people and events of New Mexico have influenced United States and World History since statehood.
Standard: 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.	

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

3 rd 9 Weeks	<p>PERFORMANCE STANDARD:</p> <p>3. Analyze the role and impact of New Mexico and New Mexicans in World War II (e.g., Navajo code talkers, New Mexico national guard, internment camps, Manhattan project, Bataan death march);</p>	<p>CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted</p> <p style="padding-left: 20px;">I= Introduce R=Review and Extend * M=Master</p> <p>World War II Era</p> <ol style="list-style-type: none"> 1. Navajo Code Talkers 2. Internment camps, Manhattan project, Bataan death march, national guard 	<p>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) 4-5 Class Periods</p> <p>Students will watch a video on the Navajo Code Talkers using a video guide. Through viewing the video and engaging in a discussion, the students will then answer the questions provided. Students will also participate in a Code Talker activity where they will spell out names, send coded messages and have to de-code messages using the Navajo Code Talker dictionary.</p> <p>Students will each choose one of the following to do a 15 page power point for teacher submittal: Internment camps, Manhattan project, Bataan death march, or national guard in New Mexico.</p>	<p>ASSESSMENTS</p> <p>Participation in Code Talker Activity Powerpoint/Google Slide Creation/Video Question Sheet</p>	<p>STUDENT MATERIALS AND RESOURCES</p> <p>http://www.atomicheritage.org/history/world-war-ii-and-new-mexico</p> <p>www.history.navy.mil/research/library/online-reading-room/title-list-alphabetically/n/navajo-code-talker-dictionary.html</p> <p>http://online.nmartmuseum.org/nmhistory/people-places-and-politics/the-great-depression/history-the-great-depression-and-world-war-ii.html</p> <p>Question sheet, video. Power point</p> <p>Cavalcade of Enchantment Videos www.bataansurvivor.com http://albuqhistosoc.org/source-documents/new-mexico-role-ww-ii-1941-45/</p> <p><i>The New Mexico Journey (Textbook) Chapter 6</i></p>

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

ESSENTIAL QUESTIONS: How does New Mexico and their citizens function with and under national, State, Local, and Tribal governments?					
STRAND: Strand: Civics and Government		BENCHMARK: 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents:			
STANDARD: Content Standard III: 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 governments function at local, state, tribal, and national levels.					
3rd 9 Weeks	PERFORMANCE STANDARD:	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	6. Compare and contrast the structure and powers of New Mexico’s government as expressed in the New Mexico constitution with that of the United States constitution, to include: direct democracy in the initiative, referendum and recall process; impeachment process; process of voter registration and voting; role of primary elections to nominate candidates; how a bill becomes a law; executive officers and their respective powers; New Mexico courts, appointment of judges, and election and retainment processes for	Review/Extend previously introduced skill unless noted R=Review and Extend * M=Master	4-5 Class Periods Students will compare the US constitution with the New Mexico Constitution through handouts and teacher guidance. Students will create a compare and contrast chart detailing the government setup of the U.S., NM, local city government, and tribal governments.	Teacher observation of charts Rubric Quiz	http://www.newmexico.gov/government/ Video Video summary sheet http://www.iad.state.nm.us/history.html NM Journey p. 228 Handouts Library Teacher www.govspot.com/state/

Portales Municipal Schools
 7th Grade Social Studies
 New Mexico History/Geography

	judges; organization of county and municipal governments.	State government			
--	-----------------------------------------------------------	------------------	--	--	--

ESSENTIAL QUESTIONS: How is New Mexico different because of World War II?	
STRAND: History	BENCHMARK: Benchmark I –A. New Mexico: analyze how people and events of New Mexico have influenced United States and World History since statehood.
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	

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

3 rd 9 Weeks	<p>PERFORMANCE STANDARD:</p> <p>4. Analyze the impact of the arts, sciences and technology of New Mexico since World War II (e.g., artists, cultural artifacts, nuclear weapons, the arms race, technological advances, scientific developments, high-tech industries, federal laboratories);</p> <p>WHST-7</p>	<p>CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted</p> <p style="color: red;">R=Review and Extend</p> <p style="color: green;">*M=Master</p> <p style="color: purple;">CC=Reading and Writing Standards for Literacy in History/Social Studies</p> <p>Post World War II</p> <ol style="list-style-type: none"> 1. Science and technology. 2. Cultural artifacts and artists 	<p>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</p> <p style="text-align: center;">4-5 Class Periods</p> <p>Students will create a flow chart to detail the transition of New Mexico's role from World War II to and through the Cold War.</p> <p>Take a field trip to the History and Arts Museum in Roswell/Goddard. Students will show understanding of Robert Goddard's impact on the rocket science community throughout the world and the role that his influenced has played on technology by writing a 2 page report upon return.</p> <p style="color: purple;">The students will use the field trip as a research source and will use the information to broaden their inquiry. They will synthesize multiple sources on the subject and will demonstrate understanding of the subject under investigation.</p> <p>Based on the trip to the museum, students will research to find artifacts, artists, and pictures and will compile a portfolio to share with the class in an oral presentation.</p>	<p>ASSESSMENTS</p> <p>Teacher observation at the Museum</p> <p>Teacher review student portfolio</p>	<p>STUDENT MATERIALS AND RESOURCES</p> <p>http://alburghistsoc.org/source-documents/sandia-base-now-producing-atomic-weapons/ Museum</p> <p>http://www.space.com/19944-robert-goddard.html</p> <p>www.nasa.gov/centers/goddard/about/history/dr_goddard.html</p> <p>www.newmexicohistory.org</p> <p>www.lanl.gov</p> <p>http://www.sandia.gov/</p>

Portales Municipal Schools
 7th Grade Social Studies
 New Mexico History/Geography

	5. Explain how historians study the past; explain connections made between the past and the present and their impact.	Skills for studying History	Students will create a chart that defines what primary and secondary are. Students will need to research connections between the past and present historical perspectives.	Formal Quiz categorizing primary and secondary sources	NM Journey Chapter 1 pages 5-6 Provide examples of what is a primary and secondary source

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

ESSENTIAL QUESTIONS: How do Native American Tribes in New Mexico relate with one another? How do Native American Tribes in New Mexico relate with other cultures?				
STRAND: History		BENCHMARK: 9-12 Benchmark 1-A. New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood		
STANDARD: 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.				
4 th 9 Weeks	PEFORMANCE STANDARD:	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS
	1. Compare and contrast the relationships over time of Native American tribes in New Mexico with other cultures.	Review/Extend previously introduced skill unless noted R=Review and Extend * M=Master Native American Issues 1. Interaction	4-5 Class Periods Students will create a timeline focusing on 2 interactions throughout New Mexico's history between Native Americans and outside cultures. Students will then write a cause and effect opinion based on the timeline information researched.	Teacher made time line to compare information. Teacher observation
STUDENT MATERIALS AND RESOURCES				
http://www.iad.state.nm.us/history.html Timeline template http://www.native-languages.org/nmexico.html www.visitalbuquerque.org/albuquerque/culture-heritage/native-american/ www.victoriana.com/history/nativeamericans.html				

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography

ESSENTIAL QUESTIONS: What symbols, icons, songs, and traditions of New Mexico are important to New Mexicans past and present?					
STRAND: Civics and Government		BENCHMARK: 9-12 Benchmark 3-B: analyze how the symbols, icons, songs, traditions and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity:			
STANDARD: Content Standard III: 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 governments function at local, state, tribal, and national levels.					
4 th 9 Weeks	PEFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	4. Evaluate the role of New Mexico and United States symbols, icons, songs and traditions in providing continuity over time. RH-4	Review/Extend previously introduced skill unless noted Civics and Government R=Review and Extend *M=Master CC=Reading and Writing Standards for Literacy in History/Social Studies	4-5 Class Periods Students will use poster board and markers and colors to create a board representing the symbols, icons, traditions and songs that represent New Mexico. Students will write a brief summary of how these symbols and icons have provided continuity and unity over history. The students will determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	Teacher Observation Student evaluation through written summary	statesymbolsusa.org/states/united-states/new-mexico www.50states.com/facts/

Portales Municipal Schools
7th Grade Social Studies
New Mexico History/Geography