

RRPS District Standards: SOCIAL STUDIES

Grade 7

Theme: New Mexico; the Western Hemisphere

10/2006

STRAND I: HISTORY

NM State 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.

NM State Benchmarks Grades 5-8

RRPS Grade 7 Power Standards

While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark I-A: Grades 5-8

New Mexico History: Explore and explain how people and events have influenced the development of New Mexico up to the present day.

Power Standard 1 (Benchmark I-A)

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, and domestication of plants and animals).

NM Grade 7 Performance Standards

1. Compare and contrast the contributions of the civilizations of the Western Hemisphere (e.g., Aztec, Maya, Toltec, and Mound Builders) with the early civilizations of the Eastern Hemisphere (e.g., Sumerians, Babylonians, Hebrews, Egyptians) and their impact upon societies, to include:

- Effect on world economies and trade
- Roles of people, class structures, language
- Religious traditions and forms of government
- Cultural and scientific contributions (e.g., advances in astronomy, mathematics,
- agriculture, architecture, artistic and oral traditions, development of writing systems and calendars).

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, and domestication of plants and animals).

3. Explain the significance of trails and trade routes within the region (e.g., Spanish Trail, Camino Real, Santa Fe Trail).

4. Describe how important individuals, groups, and events impacted the development of New Mexico from the 16th century to the present: (e.g., Don Juan de Oñate, Don Diego de Vargas, Pueblo Revolt, Popé, 1837 Revolt, 1848 Rebellion, Treaty of Guadalupe Hildago, 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 Oppenhiemer, Smokey Bear, Dennis Chávez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque's International Balloon Fiesta).

5. Explain how New Mexicans have adapted to their physical environments to meet their needs over time (e.g., living in the structure, highway system, use of natural resources).

Power Standard 2 (Benchmark I-A)

Describe how important individuals, groups, and events impacted the development of New Mexico from the 16th century to the present: (e.g., Don Juan de Oñate, Don Diego de Vargas, Pueblo Revolt, Popé, 1837 Revolt, 1848 Rebellion, Treaty of Guadalupe Hildago, 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 Oppenhiemer, Smokey Bear, Dennis Chávez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque's International Balloon Fiesta).

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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., individuals, governments, railroads, tribal)
 - government land grants/treaties
 - transportation (e.g., wagons, railroads, automobile)
 - identification and use of natural and human resources
 - population growth and economic patterns
 - cultural interactions among indigenous and arriving populations and the resulting changes. desert, control over water resources, pueblo

Power Standard 3 (Benchmark I-C)

Compare and contrast the influence of Spain on the Western Hemisphere from colonization to the present.

Power Standard 4 (Benchmark I-D)

Analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions.

Power standard 5 (Benchmark I-D)

Demonstrate the ability to examine history from the perspectives of the participants.

NM State Benchmark I-B: Grades 5-8

United States History: 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.

NM Grade 7 Performance Standards

1. Analyze U.S. political policies on expansion of the United States into the Southwest (e.g., Mexican Cession, Gadsden Purchase, broken treaties, Long Walk of the Navajos).

NM State Benchmark I-C: Grades 5-8

World History: Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.

NM Grade 7 Performance Standards

1. Compare and contrast the influence of Spain on the Western Hemisphere from colonization to the present.

NM State Benchmark I-D: Grades 5-8

Skills: Research historical events and people from a variety of perspectives.

NM Grade 7 Performance Standards

1. Analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions.
2. Demonstrate the ability to examine history from the perspectives of the participants.
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 findings.

STRAND II: GEOGRAPHY

NM State 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 environment.

NM State Benchmarks Grades 5-8

RRPS Grade 7 Power Standards

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NM State Benchmark II-A: Grades 5-8

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.

Power Standard 6 (Benchmark II-A)

Describe factors affecting location of human activities, including land use patterns in urban, suburban, and rural areas.

NM Grade 7 Performance Standards

1. Describe ways that mental maps reflect attitudes about places.
2. Describe factors affecting location of human activities, including land use patterns in urban, suburban, and rural areas.

NM State Benchmark II-B: Grades 5-8

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.

Power Standard 7 (Benchmark II-B)

Describe geographically based pathways of interregional interaction (e.g., the Camino Real's role in establishing a major trade and communication route in the New World, the significance of waterways).

NM Grade 7 Performance Standards

1. Select and explore a region by its distinguishing characteristics.
2. Describe the role of technology in shaping the characteristics of places.
3. Explain how and why regions change using global examples.
4. Describe geographically based pathways of interregional interaction (e.g., the Camino Real's role in establishing a major trade and communication route in the New World, the significance of waterways).

NM State Benchmark II-C: Grades 5-8

Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes.

NM Grade 7 Performance Standards

1. Explain how differing perceptions of places, people, and resources have affected events and conditions in the past.
2. Interpret and analyze geographic information obtained from a variety of sources (e.g., maps; directly witnessed and surveillance photographic and digital data; symbolic representations such as graphs, charts, diagrams, tables; personal documents, and interviews).
3. Recognize geographic questions and understand how to plan and execute an inquiry to answer them.
4. Explain a contemporary issue using geographic knowledge, tools, and perspectives.

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NM State Benchmarks Grades 5-8

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NM State Benchmark II-D: Grades 5-8

Explain how physical processes shape the Earth's surface patterns and bio-systems.

NM Grade 7 Performance Standards

1. Explain how physical processes influence the formation and location of resources.
2. Use data to interpret changing patterns of air, land, water, plants, and animals.
3. Explain how ecosystems influence settlements and societies.

NM State Benchmark II-E: Grades 5-8

Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.

NM Grade 7 Performance Standards

1. Analyze New Mexico settlement patterns and their impact on current issues.
2. Describe and analyze how the study of geography is used to improve our quality of life, including urban and environmental planning
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 NM.**

NM State Benchmark II-F: Grades 5-8

Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources.

STRAND III: GOVERNMENT AND CIVICS

NM State Content Standard III: Civics and Government: 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.

NM State Benchmarks Grades 5-8

RRPS Grade 7 Power Standards

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NM State Benchmark III-A: Grades 5-8

Understand the structure, functions, and powers of government (local, state, tribal, and national).

Power Standard 8 (Benchmark II-B)

Explain the concept of diversity and its significance within the political and social unity of New Mexico .

NM Grade 7 Performance Standards

1. Explain the structure and functions of New Mexico’s state government as expressed in the New Mexico Constitution, to include:

- roles and methods of initiative, referendum, and recall processes
- function of multiple executive offices
- election process (e.g., primaries and general elections)
- criminal justice system (e.g., juvenile justice).

2. Explain the roles and relationships of different levels of the legislative process, to include:

- structure of New Mexico legislative districts (e.g., number of districts, students’ legislative district, representatives and senators of the students’ district)
- structure of the New Mexico Legislature and leaders of the legislature during the current session (e.g., bicameral, House of Representatives and Senate, Speaker of the House of Representatives, Senate President Pro Tem).

3. Compare the structure and functions of the New Mexico Legislature with that of the state’s tribal governments (e.g., Pueblo Indian Council; Navajo, Apache, and Hopi nations).

Power Standard 9 (Benchmark III-B)

Describe ways in which different groups maintain their cultural heritage

NM State Benchmark III-B: Grades 5-8

Explain the significance of symbols, icons, songs, traditions, and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity.

NM Grade 7 Performance Standards

1. Explain the concept of diversity and its significance within the political and social unity of New Mexico.

2. Describe ways in which different groups maintain their cultural heritage.

3. Explain how New Mexico’s state legislature and other state legislatures identify symbols representative of a state.

4. Identify official and unofficial public symbols of various cultures and describe how they are or are not exemplary of enduring elements of those cultures.

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NM State Benchmarks Grades 5-8

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NM State Benchmark III-C: Grades 5-8

Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States Government.

NM Grade 7 Performance Standards

1. Compare and contrast New Mexico's entry into the United States with that of the original thirteen colonies.
2. Understand the structure and function of New Mexico government as created by the New Mexico Constitution and how it supports local, tribal, and federal governments.

NM State Benchmark III-D: Grades 5-8

Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.

NM Grade 7 Performance Standards

1. Explain the obligations and responsibilities of citizenship (e.g., the obligations of upholding the Constitution, obeying the law paying taxes, jury duty).
2. Explain the roles of citizens in political decision-making (e.g., voting, petitioning public officials, analyzing issues).

STRAND IV: ECONOMICS

NM State Content Standard 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.

NM State Benchmarks Grades 5-8

RRPS Grade 7 Power Standards

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NM State Benchmark IV-A: Grades 5-8

Explain and describe how individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating.

Power Standard 10 (Benchmark IV-A)

Explain how economic and intrinsic incentives influence how individuals, households, businesses, governments, and societies allocate and use their scarce resources.

NM Grade 7 Performance Standards

1. Explain how economic and intrinsic incentives influence how individuals, households, businesses, governments, and societies allocate and use their scarce resources.
2. Explain why cooperation can yield higher benefits.

Power Standard 11 (Benchmark IV-C)

Understand the interdependencies between the economies of New Mexico, the United States, and the world.

NM State Benchmark IV-B: Grades 5-8

Explain how economic systems impact the way individuals, households, businesses, governments, and societies make decisions about resources and the production and distribution of goods and services.

NM Grade 7 Performance Standards

1. Identify governmental activities that affect local, state, tribal, and national economies.
2. Analyze the impact of taxing and spending decisions upon individuals, organizations, businesses, and various government entities.
3. Explain the relationship of New Mexico with tribal governments regarding compact issues (e.g., taxes, gambling revenue, rights of way).

NM State Benchmark IV-C: Grades 5-8

Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world.

NM Grade 7 Performance Standards

1. Explain how specialization leads to interdependence and describe ways most Americans depend on people in other households, communities, and nations for some of the goods they consume.
2. Understand the interdependencies between the economies of New Mexico, the United States, and the world.
3. Understand the factors that currently limit New Mexico from becoming an urban state, including the availability and allocation of water, and the extent to which New Mexico relies upon traditional economic forms (e.g., the acequia systems, localized agricultural markets).
4. Describe the relationship between New Mexico, tribal, and United States economic systems.
5. Compare and contrast New Mexico commerce with that of other states' commerce.