

Pojoaque Valley Schools

Social Studies CCSS Pacing Guide

7th Grade

**Skills adapted from
Kentucky Department of Education
** Evidence of attainment/assessment,
Vocabulary, Knowledge, Skills and
Essential Elements adapted from
Wisconsin Department of Education and
Standards Insights Computer-Based Program*

Version 2
2016-2017

Pojoaque Valley Schools Social Studies Common Core Pacing Guide Introduction

The Pojoaque Valley Schools pacing guide documents are intended to guide teachers' use of New Mexico Adopted Social Studies Standards over the course of an instructional school year. The guides identify the **focus standards by quarter**. Teachers should understand that the **focus standards** emphasize deep instruction for that timeframe. However, because a certain quarter does not address specific standards, it should be understood that previously taught standards should be reinforced while working on the focus standards for any designated quarter. Some standards will **recur** across all quarters due to their importance and need to be addressed on an ongoing basis.

The Standards are not intended to be a check-list of knowledge and skills but should be used as an integrated model of literacy instruction to meet end of year expectations.

The **Social Studies** CCSS pacing guides contain the following elements:

- **Strand:** Identify the type of standard
- **Standard Band:** Identify the sub-category of a set of standards.
- **Benchmark:** Identify the grade level of the intended standards
- **Grade Specific Standard:** Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.
- **Skills and Knowledge by Quarter:** Identified as subsets of the standard and appear in one or more quarters. Define the skills and knowledge embedded in the standard to meet the full intent of the standard itself.
- **Standards Code:** Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3

Version 2 of the Pojoaque Valley School District Pacing guides for Reading Language Arts, Mathematics, and Social Studies are based on the work done by staff and teachers of the school district using the Kentucky model, and a synthesis of the excellent work done by Wisconsin Cooperative Educational Service Agency 7 (CESA 7) School Improvement Services, Green Bay, WI. (2010), *Standards Insight project*.

Standards Insight was developed to give educators a tool for in depth investigation of the Common Core State Standards (CCSS). The CCSS are “unpacked” or dissected, identifying specific knowledge, skills, vocabulary, understandings, and evidence of student attainment for each standard. *Standards Insight* may be used by educators to gain a thorough grasp of the CCSS or as a powerful collaborative tool supporting educator teams through the essential conversations necessary for developing shared responsibility for student attainment of all CCSS. . . . serves as a high-powered vehicle to help educators examine the standards in a variety of ways.

The Version 2 Pojoaque Valley School District Pacing guides present the standard with levels of detail and then the necessary skills by quarter based on the Kentucky model. On the second page for each standard, the synthesis of the *Standards Insight* project is presented in a way that further defines and refines the standard such that teachers may use the information to refine their teaching practices.

Based on this synthesis of work and the purpose for the unpacking, the following fields were selected as most helpful to aid in understanding of the Common Core Standards that will lead to shifts in instruction:

1. Evidence of Student Attainment: “What could students do to show attainment of the standard?”
2. Vocabulary: “What are key terms in the standard that are essential for interpretation and understanding in order for students to learn the content?”
3. Knowledge: “What does the student need to know in order to aid in attainment of this standard?”
4. Skills and Understanding: “What procedural skill(s) does the student need to demonstrate for attainment of this standard?”, and “What will students understand to attain the standard?”

The following fields are included in Version 2:

Evidence of Student Attainment: This field describes what the standard may look like in student work. Specific expectations are listed in performance terms showing what students will say or do to demonstrate attainment of the standard.

Standards Vocabulary: This field lists words and phrases specific to each standard. Shared interpretation and in depth understanding of standards vocabulary are essential for consistent instruction across and within grade levels and content areas.

Knowledge, Skills and Understanding: The knowledge, skill and understanding field lists what students will need to know in order to master each standard (facts, vocabulary, and definitions). This field identifies the procedural knowledge students apply in order to master each standard (actions, applications, strategies), as well as the overarching understanding that connects the standard, knowledge, and skills. Understandings included in *Standards Insight* synthesize ideas and have lasting value.

Standards Codes for all Standards Connected to this Area: Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3

Instructional Achievement Level Descriptors: This field lists, by level what a teacher can expect to see in a student who achieves at a particular level. Additionally, teachers can use this field to differentiate instruction to provide further growth for student’s in moving from one level to another. In the case of this set of materials, level IV incorporates the NMPED Advanced Curriculum goals, objectives and expected outcomes. This field can be used to provide specific teaching approaches to the standard in question.

A Note About High School Standards: The high school standards are listed in conceptual categories. Conceptual categories portray a coherent view of high school instruction that crosses traditional course boundaries. We have done everything possible, with teacher input, to link individual standards to the appropriate pacing guides,

References to Tables: References to tables within the standards in the *Standards Insight* tool refer to Tables 1-5 found in the glossary of the Mathematics Common Core State Standards document found at www.corestandards.org.

**Common Core Social Studies Pacing Guide
7th Grade**

STRAND 5-8 History				
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 the present day		Standard 1-A New Mexico
<p>Grade 7:</p> <p>1. compare and contrast the contributions of the civilizations of the western hemisphere with the early civilizations of the eastern hemisphere and their impact upon societies, to include:</p> <p>a. effect on world economies and trade;</p> <p>b. roles of people, class structures, language;</p> <p>c. religious traditions and forms of government; and</p> <p>d. cultural and scientific</p> <p>2. describe the characteristics of other indigenous peoples that had an effect upon New Mexico’s development</p> <p>3. explain the significance of trails and trade routes within the region</p> <p>4. describe how important individuals, groups and events impacted the development of New Mexico from 16th century</p>	<p>Quarter 1:</p> <p>1. compare and contrast the contributions of the civilizations of the western hemisphere with the early civilizations of the eastern hemisphere and their impact upon societies, to include:</p> <p>a. effect on world economies and trade;</p> <p>b. roles of people, class structures, language;</p> <p>c. religious traditions and forms of government; and</p> <p>d. cultural and scientific</p> <p>2. describe the characteristics of other indigenous peoples that had an effect upon New Mexico’s development</p> <p>4. describe how important individuals, groups and events impacted the development of New Mexico from 16th century to the present</p>	<p>Quarter 2:</p> <p>5. explain how New Mexicans have adapted to their physical environments to meet their needs over time</p> <p>3. explain the significance of trails and trade routes within the region</p>	<p>Quarter 3:</p> <p>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 and human resources; population growth and economic patterns; and cultural interactions among indigenous and arriving populations and the resulting changes.</p>	<p>Quarter 4:</p> <p>4. describe how important individuals, groups and events impacted the development of New Mexico from 16th century to the present</p>

<p>to the present</p> <p>5. explain how New Mexicans have adapted to their physical environments to meet their needs over time</p> <p>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 and human resources; population growth and economic patterns; and cultural interactions among indigenous and arriving populations and the resulting changes.</p>				
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Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>compare and contrast the contributions of the civilizations</p> <p>describe the characteristics of other indigenous people</p> <p>explain the significance of trails</p> <p>describe how important individuals, groups and events impacted the development of New Mexico</p> <p>explain how New Mexicans have adapted</p> <p>explain the impact of New Mexico on the development of the American west</p>	<p>Western Hemisphere Civilizations: Aztecs, Mayas, Toltecs, Mound Builders</p> <p>Eastern Hemisphere Civilizations: Sumerians, Babylonians, Hebrews, Egyptians</p> <p>Prehistoric People: Ancestral Pueblo People, Archaic People, Mogollon People, Paleo People</p> <p>Old Spanish Trail</p> <p>Camino Real</p> <p>Santa Fe Trail</p> <p>Types of Land: individual, government, railroad, tribal, etc.</p> <p>Types of Transportation: wagons, railroads, automobile</p> <p>Kiva</p> <p>Matriarchal</p> <p>Monotheism</p>	<p>Cultural and scientific contributions: advances in astronomy, mathematics, agriculture, architecture, artistic and oral traditions, development of writing systems and calendars</p> <p>New Mexico’s development: pueblo farmers, great plains horse culture, nomadic bands, etc. - noting their development of tools, trading routes, adaptation to environments, social structure, domestication of plants and animals</p> <p>Important People and Events: 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</p> <p>Buffalo soldiers Lincoln county war Colfax County War Navajo long walk Theodore Roosevelt and the Rough Riders Robert Goddard Great Depression</p>	<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>CCSS.ELA-Literacy.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the</p>	<p>Level I: Able to identify one reason for exploration.</p> <p>Able to identify at least one significant individual in New Mexico’s history.</p> <p>Level II: Able to identify and explain the significance of at least 3 historical figures in NM.</p> <p>Level III: Able to describe—using specific examples-- at least three reasons for exploration.</p> <p>Able to give examples of how two contemporary events or individuals are making a significant impact in New Mexico (NM/Texas water compacts, development of atomic bomb, immigration reform, Mexican grey wolf reintroduction)</p> <p>ADVANCED CURRICULUM Level IV: Able to explain in detail the reasons for exploration with examples and analyze the impact of historic events and individuals on one or two significant issues in New Mexico today (e.g., land grants, cattle grazing leases, native sovereignty, water rights).</p>

Polytheism	Dust Bowl	subject (e.g., how the delivery of a speech affects the impact of the words).
Pueblo	Stock Market Crash (Black Tuesday)	
Dry farming	J. Robert Oppenheimer,	CCSS.ELA-Literacy.RI.7.8
Nomad /nomadic	Manhattan project (Los Alamos	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
Paleo	Atomic Bomb (Fat Man & Little Boy) & the effects	
Prehistoric	WWI, WWII, Cold War, Korean War, Vietnam	CCSS.ELA-Literacy.RI.7.9
Indigenous	Selective Service Act	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Clovis Man	Billy the Kid	
Folsom man	Smokey Bear	CCSS.ELA-Literacy.W.7.1
Archaic	Dennis Chavez	Write arguments to support claims with clear reasons and relevant evidence.
Pre-historic	Manuel Lujan	
Artifact	Harrison Schmitt	CCSS.ELA-Literacy.W.7.2
Culture	Albuquerque International Balloon Fiesta	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Atlatl		
Mano/metate	Adaptations: living in the desert, control over water resources, pueblo structure, highway system, use of natural resources	CCSS.ELA-Literacy.W.7.6
Kill sight		Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
Hunter-gather	The characteristics of indigenous peoples that had an effect on NM's development	
Depression		
Migrants		CCSS.ELA-Literacy.W.7.7
Prosperity		Conduct short research projects to answer a
Public works	Know how different Native American cultures interacted with the environment and one	
Racism		

	<p>Shareholders</p> <p>Stock</p> <p>Bracero</p> <p>Civilian</p> <p>Activists</p> <p>Boycott</p> <p>Discrimination</p> <p>Diversity</p> <p>Integration</p> <p>Labor union</p> <p>Minority</p> <p>Segregation</p> <p>Arms race</p> <p>Capitalism</p> <p>Cold war</p> <p>Communism</p> <p>Propaganda</p> <p>Superpower</p> <p>Archeology</p> <p>Dine</p> <p>Athabascan</p> <p>Homes (Hogan, teepee, wickiup, pithouse, cliff</p>	<p>another</p> <p>Discuss the early cultures of the Western and Eastern civilizations</p>	<p>question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CCSS.ELA-Literacy.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the</p>	
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	<p>dwelling)</p> <p>Crop rotation</p> <p>Shaman/medicine man</p>		<p>reasoning and the relevance and sufficiency of the evidence.</p> <p>CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of</p>	
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			<p>particular facts).</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	
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Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources

About Billy the Kid

<http://www.aboutbillythekid.com/>

Extensive information on Billy the Kid including a biography, letters, and interviews.

Aztec Gods and Goddesses

<https://www.thoughtco.com/aztec-gods-and-goddesses-116883>

Although this site contains many advertisements, this page provides basic information about Aztec gods and goddesses.

Britannica School
<http://school.eb.com>

This online encyclopedia includes articles on hundreds of topics at elementary, middle, and high school levels. Also includes primary source documents, images, videos, links to web sites, full text magazine articles.

Google Images: Great Depression in New Mexico

https://www.google.com/search?safe=active&biw=1349&bih=561&tbm=isch&sa=1&q=great+depression+new+mexico&oq=great+depression+new+mexico&gs_l=psy-ab.3...53635.55514.0.56289.11.11.0.0.0.141.1099.7j4.11.0....0...1.1.64.psy-ab..0.5.539...0j0i67k1j0i30k1j0i8i30k1j0i24k1.0.K88zbuRSfEE

Images related to the Great Depression in New Mexico.

History Channel: life in a trench

<https://www.youtube.com/watch?v=G4ZY66BG38>

This three-minute video show and explains the use of trenches in World War I as well as the differences between German, British, and French trenches.

History Channel: the US in World War I

<https://www.youtube.com/watch?v=DHn1Egt6Xdg>

This three-minute video shows and explains how the United States became involved in World War I.

History Channel: World War II history videos

<http://www.history.com/topics/world-war-ii/world-war-ii-history/videos>

A selection of videos related to World War II.

Indian Pueblo Cultural Center

<http://www.indianpueblo.org/>

This site provides an overview of the 19 pueblos in New Mexico. Includes general information about history, art, feast days, and a map of the pueblos.

New Mexico Art Tells New Mexico History

<http://online.nmartmuseum.org/nmhistory/>

From the New Mexico Museum of Art, images of artworks are supplemented with text and a rich collection of links.

New Mexico Digital Collections

<http://econtent.unm.edu/index.php>

Digital archive of photographs, manuscripts, music, and more from libraries, museums, and cultural centers throughout New Mexico.

New Mexico History: Chaco Canyon

<http://www.newmexicohistory.org/places/chaco-canyon>

Created by the New Mexico Office of the State Historian, this site contains a rich collection of resources related to all aspects of New Mexico history, people, and culture. Includes articles, primary documents, videos, photos, and an extensive, interactive timeline. This page contains an article about Chaco Canyon.

New Mexico History Museum

<http://www.nmhistorymuseum.org/index.php>

Includes online exhibitions and photo archive.

New Mexico Secretary of State: State symbols

http://www.sos.state.nm.us/kids_corner/state_symbols.aspx

A list of New Mexico state symbols with descriptions and photos.

Research in Context

<http://elportalnm.org/middle.php> (scroll down to select “Research in Context”)

In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.

Twelfth Song of Thunder (Navajo poem)

<https://www.poetryfoundation.org/poems/56594/twelfth-song-of-thunder-navajo-tradition>

Full text of a traditional Navajo poem.

Printed Media: Nonfiction

Iron Rails, Iron Men, and the Race to Link the Nation: the story of the transcontinental railroad. Sandler, Martin W. Published 2015. BL: 8.5

PVMS Library: 385.0973 SAN

Lugalbanda: the boy who got caught up in a war. Henderson, Kathy. Published 2006. BL: 5.1

PVMS Library: 398.2 HEN

Ancient Egypt: tales of gods and pharaohs. Williams, Marcia. Published 2011. BL: 4.5

PVMS Library: 398.2 WIL

Pyramid. Macauley, David. Published 1975. BL: 7.5

PVMS Library: 690.6 MAC

New Mexico 24/7. Smolan, Rick. Published 2004.

SW 760 SMO

Ancient Ruins of the Southwest. Noble, David Grant. Published 1981.

PVMS Library: SW PAP 913.0979 NOB

Ancient Cities of the Southwest. Mays, Buddy. Published 1982.

PVMS Library: SW Pap 917.9 MAY

Everyday Life in the Ancient World. Published 2002.

PVMS Library: 930 FER

Ancient Treasures of the Southwest. Folsom, Franklin. Published 1994.

PVMS Library: SW PAP 970.01 FOL

New Mexico: a brief multi-history. Salaz-Marquez, Ruben. Published 1999.

PVMS Library: SW 973 MAR

Ancient Cliff Dwellers of Mesa Verde. Arnold, Caroline. Published 1992. BL: 7.5

PVMS Library: SW 978.8 ARN

New Mexico: an interpretive history. Simmons, Marc. Published 1977.

PVMS Library: SW 978.9 SIM

Ancient Pueblo Peoples. Cordell, Linda S. Published 1994.
PVMS Library: SW 979 COR

Ancient Indians of the Southwest. Noble, David Grant. Published 1998.
PVMS Library: SW Pap 979 NOB

The Pueblo. Yue, Charlotte. Published 1986. BL: 7.6
PVMS Library: SW PAP 979 YUE

Ancient Walls: Indian Ruins of the Southwest. Place, Chuck. Published 1989.
PVMS Library: SW PAP 979.01 PL

The Santa Fe Trail. Randolph, Ryan P. Published 2003. BL: 5.2
PVMS Library: 979.02 RAN

Printed Media: Fiction

Egyptian Diary. Platt, Richard. Published 2005. BL: 5.9
PVMS Library: FIC PLA

On Order for the SGA/PVMS Library

Ancient Egypt: archaeology unlocks the secrets of Egypt's past. Rubalcaba, Jill. Published 2007.

Ancient Pueblo: Archaeology Unlocks the Secrets of America's Past. Croy, Anita. Published 2007.

Billy the Kid: "It was a game of two and I got there first." Thompson, Paul B. Published 2010.

Billy the Kid: notorious gunfighter of the wild west. Cooke, Tim. Published 2016.

Children's Encyclopedia of the Ancient World. Published 2013.

Daily Life in Ancient Egypt. Nardo, Don. Published 2015.

Discover Ancient Mesopotamia. Feinstein, Stephen. Published 2014.

Geography Matters in Ancient Egypt. Waldron, Melanie. Published 2015.

How to Draw New Mexico's Sights and Symbols. Weintraub, Aileen. Published 2002. BL: 4.7

New Mexico: Land of Enchantment. Hamilton, John. Published 2017. BL: 6.3

New Mexico: Land of Enchantment. Bjorklund, Ruth. Published 2016.

The Old Spanish Trail: from Santa Fe, New Mexico to Los Angeles, California. Dean, Arlan. Published 2003. BL: 4.5

People of North America (series of 6). Bodden, Valerie. Published 2016. BL: varies

Riddle of the Rosetta Stone: key to ancient Egypt. Giblin, James. Published 1992.

The Santa Fe Trail: from Independence, Missouri to Santa Fe, New Mexico. Dean, Arlan. Published 2003. BL: 4.6

Secrets of Mesa Verde: Cliff Dwellings of the Pueblo. Fay, Gail. Published 2015. BL: 5.0

The Spanish Missions of New Mexico. Lyon, Robin. Published 2010. BL: 6.2

Traveling the Santa Fe Trail. Thompson, Linda. Published 2014. BL: 7.0

The Totally Gross History of Ancient Egypt. Baptiste, Tracey. Published 2016. BL: 6.0

Other Resources

Common Core Social Studies Pacing Guide
7th Grade

STRAND 5-8 History				
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-B. 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		Standard 1-B United States
Grade 7: Analyze United States political policies on expansion of the United States into the southwest	Quarter 1:	Quarter 2:	Quarter 3: Analyze United States political policies on expansion of the United States into the southwest	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: analyze United States political policies	Mexican cession Gadsden purchase Treaty Navajo Long Walk Annex Cede Manifest Destiny Treason Assimilate Reservation Sectionalism Slave codes Buffalo Soldiers	Break down the major points of the Treaty of Guadalupe Hidalgo and its outcome Power struggle between social classes that led to the Mexican cession How NM changed under Mexican control Cause and effect of the	CCSS: CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Level I: Able to identify at least one major event that led to the reconstruction of the United States. Level II: Able to identify at least two major events that led to the reconstruction of the United States. Level III: Able to identify the cause and effect of three political policies that led to the reconstruction of the United States. ADVANCED CURRICULUM Level IV Able to analyze and give examples on how the political

	<p>Treaty of Guadalupe Hidalgo Confederacy Union Civil war Territory Resistance Rebellion Free state Slave state Gettysburg Battle of Glorieta Pass Bosque Redondo Boarding Schools Boomtown Conversos Homesteader/homestead Persecution Tuberculosis Cattle drive Open range Sanatorium Corrupt Santa Fe Ring Posse Rough Riders Delegate Ratify Disputes Constitution mining</p>	<p>Mexican American War Gadsden Purchase negotiation and outcome Manifest Destiny drove the United States toward war with Mexico in 1846. Mexico gave up a third of its land in the Treaty of Guadalupe Hidalgo Buffalo Soldiers and the role they played in NM summarize the major events of the Civil War in NM Know how the people in NM felt about slavery Know the reasons that lead to the reservation system Know the impact of the reservation system on the Native American communities Participation in the Spanish American War Know the growth of the lawlessness and corruption that made NM a part of the</p>	<p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>CCSS.ELA-Literacy.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by</p>	<p>policies impacted the people in the United States.</p>
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<p>Wild West</p> <p>Know the path to statehood and the challenges we faced when trying to become a state</p>	<p>emphasizing different evidence or advancing different interpretations of facts.</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and</p>
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			<p>following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CCSS.ELA-Literacy.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual</p>	
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			<p>displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-Literacy.RH.6-8.9</p>	
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			<p>Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	
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Resources to Support this Section

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Online Resources

Britannica School
<http://school.eb.com>

This online encyclopedia includes articles on hundreds of topics at elementary, middle, and high school levels. Also includes primary source documents, images, videos, links to web sites, full text magazine articles.

Legends of America: Navajo long walk to the Bosque Redondo
<http://www.legendsofamerica.com/na-navajolongwalk.html>
 This article provides a history of the long walk of the Navajo.

New Mexico Art Tells New Mexico History
<http://online.nmartmuseum.org/nmhistory/>
 From the New Mexico Museum of Art, images of artworks are supplemented with text and a rich collection of links.

New Mexico Digital Collections
<http://econtent.unm.edu/index.php>
 Digital archive of photographs, manuscripts, music, and more from libraries, museums, and cultural centers throughout New Mexico.

New Mexico History Museum
<http://www.nmhistorymuseum.org/index.php>
 Includes online exhibitions and photo archive.

New Mexico History
<http://newmexicohistory.org/>
 Created by the New Mexico Office of the State Historian, this site contains a rich collection of resources related to all aspects of New Mexico history, people, and culture. Includes articles, primary documents, videos, photos, and

an extensive, interactive timeline.

Research in Context

<http://elportalnm.org/middle.php> (scroll down to select “Research in Context”)

In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.

Social Studies for Kids: the Gadsden Purchase

<http://www.socialstudiesforkids.com/articles/ushistory/gadsdenpurchase.htm>

This article provides an overview of the topic.

Mexican-American War Map

http://www.umich.edu/~ac213/student_projects06/magsylje/mexicanwarmap.gif

Printed Media: Nonfiction

Outlaw Tales of New Mexico. Marriott, Barbara. Published 2007.

PVMS Library: SW 920

Ranchers, Ramblers, and Renegades: true tales of territorial New Mexico. Simmons, Marc. Published 1984.

PVMS Library: SW 920 SIM

New Mexico: a brief multi-history. Salaz-Marquez, Ruben. Published 1999.

PVMS Library: SW 973 MAR

War, Terrible War. Hakim, Joy. Published 2003.

PVMS Library: 973.3 HAK

Illustrated Encyclopedia of the Civil War. Davis, William C. Published 2001.

PVMS Library: 973.7 DAV

An Illustrated History of the Civil War. Miller, William J. Published 2000.

PVMS Library: REF 973.7 MIL

The Battle of Glorieta Pass. Whitford, William C. Published 1991.

PVMS Library: SW 973.7 WHI

New Mexico: an interpretive history. Simmons, Marc. Published 1977.

PVMS Library: SW 978.9 SIM

When Six-Guns Ruled: outlaw tales of the Southwest. Simmons, Marc. Published 1990.

PVMS Library: SW 978.9 SIM

Navajo Long Walk. Bruchac, Joseph. Published 2002. BL: 7.1

PVMS Library: SW 979.1 BRU

Printed Media: Fiction

Truth is a Bright Star. Price, Joan. Published 1982. BL: 4.5
PVMS Library: PAP FIC PRI

On Order for the SGA/PVMS Library

Buffalo Soldiers. Mills, Cliff. Published 2016.

Buffalo Soldiers and the American West. (graphic nonfiction). Glaser, Jason. Published 2006. BL: 4.5

The Civil War in the West: (1861-July 1863). Anderson, Dale. Published 2004. BL: 7.9

The Expansion of the United States: Florida, Alaska, Gadsden Purchase, and Mexican cession. Stanley, Joseph. Published 2017. BL: 6.6

Fields of Fury: the American Civil War. McPherson, James M. Published 2002. BL: 8

Manifest Destiny: the dream of a new nation. Harrison, Lorraine. Published 2017. BL: 6.8

The Mexican-American War. DiConsiglio, John. Published 2012. BL: 7.3

The Mexican-American War. Raabe, Emily. Published 2003. BL: 4.8

The Native American Struggle in United States History. McCormick, Anita Louise. Published 2015.

The Spanish American War. Johanson, Paula. Published 2017.

Other Resources

Common Core Social Studies Pacing Guide
7th Grade

STRAND 5-8 History				
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-C. World: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration:		Standard 1-B World
Grade 7: Compare and contrast the influence of Spain on the western hemisphere from colonization to the present.	Quarter 1:	Quarter 2: Compare and contrast the influence of Spain on the western hemisphere from colonization to the present.	Quarter 3:	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: compare and contrast the influence of Spain	<p>Conquistadors</p> <p>Social class</p> <p>Encomienda</p> <p>Epidemic</p> <p>Smallpox</p> <p>Tribute</p> <p>Viceroy</p> <p>Banished</p> <p>Bluff</p> <p>Cabildo</p> <p>Mayordomo</p> <p>Presidio</p> <p>Fort</p> <p>Mission/missionary</p> <p>Raid</p> <p>Refugee</p> <p>Regidores</p> <p>Vigas</p> <p>Acequia</p> <p>Castas</p>	<p>Explorers: Christopher Columbus, Francisco Pizarro, Hernan Cortez, Panfilo de Narvaez, Alvar Nunez Cabeza de Vaca, Francisco Vasquez de Coronado, Don Diego de Vargas, Don Juan de Onate</p> <p>Reasons for explorations and colonization (religious freedom, desire for land, economic opportunity, a new way of life).</p> <p>Know the role of Christopher Columbus and the Columbian Exchange in the New World</p> <p>How the encomiendas led to the mistreatment of Native Americans</p> <p>The impact the Spanish Explorers had on the development of NM from the 16th century to the present</p> <p>Need to understand the political, religious, economic and social conditions in Europe that led them to</p>	<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>CCSS.ELA-Literacy.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text,</p>	<p>Level I: Able to identify one motivation for early European exploration and colonization of the Americas.</p> <p>Level II: Able to identify and describe—using specific examples—at least three motivations for early European exploration and colonization of the Americas.</p> <p>Level III: Able to identify and describe—using specific examples of historic events--the interactions between Native Americans and European settlers including: agriculture, cultural exchanges, alliances and conflicts.</p> <p>ADVANCED CURRICULUM Level IV</p> <p>Able to analyze the conditions in Europe that led to colonization; including political, religious, economic and social; as well as the effects on the lives of the colonized peoples.</p>

Criollos	coming to North America.	analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	
Mestizos	Know the Ancient Civilizations and their interactions with Spanish Explorers (Aztecs, Mayan)	CCSS.ELA-Literacy.RI.7.8	
Peninsulares		Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	
Ricos			
Social class	Know the social classes in Colonial New Spain		
Mullatos	Know the Legend of Cibola		
Zambos		CCSS.ELA-Literacy.RI.7.9	
Africans	Know why the Pueblos revolted against the Spanish (The Pueblo Revolt-Pope, The Acoma Revolt)	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	
Natives			
El Camino Real	Know the influence the Spanish had on architecture, religion, town structure	CCSS.ELA-Literacy.W.7.1	
New Spain		Write arguments to support claims with clear reasons and relevant evidence.	
New World			
Old World	The conflict between Spanish settlers and Native Americans	CCSS.ELA-Literacy.W.7.2	
Expedition	The mission system	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
Cibola	Know how Santa Fe became the political center of colonial New Mexico		
Banished			
Fray		CCSS.ELA-Literacy.W.7.6	
Royal colony		Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	
Jornada del muerto			
Revolt			

	<p>Colonist</p> <p>Fur trade</p> <p>Retablo</p> <p>Santo</p>		<p>CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CCSS.ELA-Literacy.SL.7.3</p>	
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			<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6</p>	
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			<p>Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	
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Resources to Support this Section

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Online Resources

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<http://school.eb.com>

This online encyclopedia includes articles on hundreds of topics at elementary, middle, and high school levels. Also includes primary source documents, images, videos, links to web sites, full text magazine articles.

Research in Context

<http://elportalnm.org/middle.php> (scroll down to select “Research in Context”)

In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents. A keyword search for “Spanish conquistadors” yields a thorough article on the general topic as well as a primary source document about Spanish conquistadors abuse of Native Americans in New Mexico.

National Geographic: Seven Cities of Cibola

<http://www.nationalgeographic.com/archaeology-and-history/archaeology/seven-cities-of-cibola/>

This article provides a history of the “fabled city.”

Printed Media: Nonfiction

Christopher Columbus: life of a master navigator and explorer. West, David. Published 2005. BL: 4.4

PVMS Library: 970.01 WES

Hernan Cortes: the life of a Spanish conquistador. West, David. Published 2005. BL: 4.6

PVMS Library: 972.02 WES

The Last Conquistador: Juan de Onate and the settling of the far Southwest. Simmons, Marc. Published 1991.

PVMS Library: SW 979 SIM

On Order for the SGA/PVMS Library

Children’s Encyclopedia of the Ancient World. Published 2013.

Christopher Columbus and the Age of Exploration for Kids with 21 Activities. Reis, Ronald. Published 2013.

A Chronology of North American Exploration. Webb, Sarah Powers. Published 2017.

Conquistadors. Matthews, Rupert. Published 2016.

Explorers and American Indians. Micklos, John. Published 2017.

Explorers of the New World: discover the golden age of exploration. Mooney, Carla. Published 2011.

Francisco Pizarro: conqueror of the Inca Empire. Toledo, Daniel. Published 2017.

Francisco Vasquez de Coronado: an explorer of the Southwest. Hazleton, Amie. Published 2017.

La Malinche: the princess who helped Cortes conquer the Aztec empire. Serrano, Francisco. Published 2012. BL: 8.2

The Native American Struggle in United States History. McCormick, Anita Louise. Published 2015.

The Sad Night: the story of an Aztec victory and a Spanish loss. Mathews, Sally Schofer. Published 1994.

The Spanish Missions of New Mexico. Lyon, Robin. Published 2010. BL: 6.2

The World Made New: Why the Age of Exploration Happened and How it Changed the World. Aaronson, Marc. Published 2007. BL: 7.6

Other Resources

Common Core Social Studies Pacing Guide

7th Grade

STRAND 5-8 History				
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-D. Skills: research historical events and people from a variety of perspectives:		Standard 1-D Skills
Grade 7:	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
<p>1. analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions</p> <p>2. demonstrate the ability to examine history from the perspectives of the participants</p> <p>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.</p>	<p>1. analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions</p> <p>2. demonstrate the ability to examine history from the perspectives of the participants</p> <p>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.</p>	<p>1. analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions</p> <p>2. demonstrate the ability to examine history from the perspectives of the participants</p> <p>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.</p>	<p>1. analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions</p> <p>2. demonstrate the ability to examine history from the perspectives of the participants</p> <p>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.</p>	<p>1. analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions</p> <p>2. demonstrate the ability to examine history from the perspectives of the participants</p> <p>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.</p>

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>select appropriate information</p> <p>demonstrate the ability to examine history</p> <p>use the problem-solving process</p>	<p>Criteria</p> <p>Perspectives</p> <p>Problem / Solution</p> <p>Evaluate</p> <p>Primary source</p> <p>Secondary source</p> <p>Oral history</p> <p>Bias</p> <p>Artifact</p> <p>evidence</p>	<p>Skills: research historical events and people from multiple perspectives.</p> <p>Know the differences between primary and secondary sources.</p>	<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the</p>	<p>Level I: Able to use identify at least one primary and secondary source.</p> <p>Level II: Able to demonstrate the different purposes of primary and secondary sources in historic research.</p> <p>Level III: Able to interpret and communicate historic information using a variety of media and technology.</p> <p>ADVANCED CURRICULUM Level IV: Able to demonstrate—using specific evidence and documentation—the relationship between a historic event and the social context in which it occurred.</p>

			<p>claims.</p> <p>CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple</p>	
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			<p>print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.RH.6-8.3</p>	
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			<p>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	
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<http://school.eb.com>

This online encyclopedia includes articles on hundreds of topics at elementary, middle, and high school levels. Also includes primary source documents, images, videos, links to web sites, full text magazine articles.

Digital Public Library of America

<https://dp.la/>

“DPLA connects people to the riches held within America’s libraries, archives, museums, and other cultural heritage institutions. All of the materials found through DPLA—photographs, books, maps, news footage, oral histories, personal letters, museum objects, artwork, government documents, and so much more—are free and immediately available in digital format.”

PVSD: Use Our Libraries

<http://pvs.k12.nm.us/use-our-libraries/>

Your school library webpage provides access to age-appropriate databases, the library catalog, and online tutoring that includes writing help.

Research in Context

<http://elportalmn.org/middle.php> (scroll down to select “Research in Context”)

In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.

Your Local Public Libraries

<http://www.puebloofpojoaquepubliclibrary.org/>

<https://santafelibrary.org/>

<http://www.losalamosnm.us/library/Pages/default.aspx>

<http://www.youseemore.com/espanola/>

With a library card, students and teachers have access to even more online databases, newspapers and magazines, books and ebooks, audiobooks, and movies. Many public library websites also have a page for students with a librarian-curated collection of links to resources.

New Mexico Office of the State Historian

<http://newmexicohistory.org/>

A rich collection of resources related to all aspects of New Mexico history, people, and culture. Includes articles, primary documents, videos, photos, and an extensive, interactive timeline.

Library of Congress: Families

<https://www.loc.gov/families/>

Lists of Library of Congress’ websites for kids and families. Several are history-related and include access to primary resources.

Printed Media: Nonfiction

The Displacement of Native Peoples. (Series: Uncovering the Past Analyzing Primary Sources). Peppas, Lynn Leslie. Published 2016. BL: 7.6

PVMS Library: 323.11 PEP

Know What to Ask: Forming Great Research Questions. Fontichiaro, Kristen. Published 2013. BL: 4.7 (Includes activities)
PVIS Library: 001.4 FON

Find It: Searching for Information. Coleman, Miriam. Published 2013.
PVIS Library: 001.4 COL

Plan It: Conducting Short Term and Long Term Research. Coleman, Miriam. Published 2013.
PVIS Library: 808.02 COL

Cite It: Selecting Credible Sources. Coleman, Miriam. Published 2013.
PVIS Library: 808.02 COL

Titanic: a Primary Source History. Molony, Senan. Published 2006. BL: 8.5
PVIS Library: 910.91634

World War I: a Primary Source History. Saunders, Nicholas. Published 2006. BL: 9.4
PVIS Library: 940.3 SAU

The Holocaust: a Primary Source History. Bartel, Judy. Published 2006. BL: 8.8
PVIS Library: 940.53 BAR

World War II: a Primary Source History. Hynson, Colin. Published 2006. BL: 7.4
PVIS Library: 940.53 HYN

The Vietnam War: a Primary Source History. Mason, Andrew. Published 2006. BL: 8.9
PVIS Library: 959.704 MAS

The Great Depression: a Primary Source History. Schultz, Stanley. Published 2006. BL: 8.4
PVIS Library: 973.91 SCH

On Order for the SGA/PVMS Library

Future Ready Internet Research Skills. Green, Lyric. Published 2018.

Future Ready Library and Media Center Mastery. Green, Lyric. Published 2018.

Future Ready Research Papers. Green, Lyric. Published 2018.

Other Resources

Your School Librarian

Mrs. Exposito and the IA at the SGA/PVMS library are available to teach (or co-teach) students how to do research and how to be effective library users. Your librarians are also available to meet with teachers one-on-one and to pull resources for assignments.

Common Core Social Studies Pacing Guide
7th Grade

STRAND 5-8 Geography				
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 2-A: Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues:		Standard 2-A
Grade 7: 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.	Quarter 1: 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.	Quarter 2: 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.	Quarter 3: 1. describe ways that mental maps reflect attitudes about places	Quarter 4: 1. describe ways that mental maps reflect attitudes about places

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: describe ways that mental maps reflect attitudes about places describe factors affecting location	mental maps land-use patterns urban/suburban/rural absolute location geography hemisphere	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. Know where hemisphere,	CCSS: CCSS.Math.Content.7.G.A.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. CCSS.Math.Content.7.G.B.6 Solve real-world and mathematical	Level I: Able to use maps, globes to identify different areas. Level II: Able to use maps, globes to demonstrate how different areas of the United States are organized and interconnected using fundamental geographic vocabulary (e.g., latitude, longitude, absolute location, etc). Able to identify the Regions of the United States and the

	<p>equator</p> <p>latitude</p> <p>longitude</p> <p>prime meridian</p> <p>compass rose</p> <p>legend</p> <p>region</p> <p>relative location</p>	<p>latitude, longitude prime meridian, compass rose, legend, and equator are located on a map</p> <p>Able to interpret geographic information obtained from a variety of sources</p>	<p>problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p> <p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Five Themes of Geography.</p> <p>Level III: Able to draw and design a map, graph, diagram or chart to display geographic information.</p> <p>ADVANCED CURRICULUM Level IV</p> <p>Able to employ fundamental geographic vocabulary (e.g., latitude, longitude, legend, hemisphere, etc.) using spatial organization to communicate information.</p> <p>Able to design questions to help gain information using geographic elements.</p>
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			<p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events,</p>	
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			scientific procedures/ experiments, or technical processes.	
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Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources

Britannica School

<http://school.eb.com>

This online encyclopedia includes an interactive world atlas.

Google Maps

<http://maps.google.com>

Search for maps of any location worldwide. Zooming in or out will result in detailed, street maps or more general maps of a much larger region.

Kids InfoBits: Geography and Map Terms

<http://elportalmn.org/elementary.php>

Follow the path Kids InfoBits: Geography: Geography and Map Terms to find collections of resources, each containing ebooks, images, and articles.

National Geographic: Mapping

<http://education.nationalgeographic.org/mapping/>

A great collection of resources can be found under the menu heading “Mapping,” including an interactive mapmaking tool, activities, and games.

New Mexico True: Regions and cities

<http://www.newmexico.org/regions>

Provides a map and description of the regions in the state of New Mexico.

NEA: Teaching with Maps

<http://www.nea.org/tools/lessons/teaching-with-maps.html>

Lesson plans and other resources for teachers of all grade levels.

Research in Context

<http://elportalmn.org/middle.php> (scroll down to select “Research in Context”)

In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.

Printed Media: Nonfiction

Encyclopedia of World Geography. Bateman, Graham. Published 2002.

PVMS Library: REF 910 BAT

Geography: a visual encyclopedia. Woodward, John. Published 2013.

PVMS Library: REF 910 SMI

National Geographic Student Atlas of the World. Published 2014.
PVMS Library: REF 912 NAT

On Order for the SGA/PVMS Library

Charting the World: geography and maps from cave paintings to GPS with 21 activities. Panchyk, Richard. Published 2011.

The Everything Kids Geography Book. Gardner, Jane. Published 2009.

The Geography Book: activities for exploring, mapping, and enjoying your world. Arnold, Caroline. Published 2002.

Maps. Robertson, Kay. Published 2014. BL: 5.8

Junior Genius Guides: Maps and Geography. Jennings, Ken. Published 2014. BL: 7.1

Mental Maps and Mapping the Mind. George, Enzo. Published 2017.

Merriam-Webster's Student Atlas (set of 6). Published 2016.

National Geographic Kids United States Atlas (set of 6). Published 2017.

Where on Earth? DK. Published 2013.

Other Resources

On Order for the SGA/PVMS Library

Globes (set of 5).

Common Core Social Studies Pacing Guide
7th Grade

STRAND 5-8 Geography				
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 2-B: 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:		Standard 2-B
Grade 7:	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
<ol style="list-style-type: none"> 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 inter-regional interaction 	<ol style="list-style-type: none"> 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 inter-regional interaction 	<ol style="list-style-type: none"> 1. select and explore a region by its distinguishing characteristics 3. explain how and why regions change, using global examples 4. describe geographically-based pathways of inter-regional interaction 	<ol style="list-style-type: none"> 2. describe the role of technology in shaping the characteristics of places 4. describe geographically-based pathways of inter-regional interaction 	

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: select and explore a region describe the role of technology	urban/suburban/rural absolute location geography hemisphere	Students need to 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.	NGSS: MS-ESS2-1 Earth's Systems Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	Level I: Able to identify at least one human and natural characteristic of a place. Level II: Able to identify and describe two or more human and natural characteristics of a place. Able to describe similarities and differences among

<p>explain how and why regions change</p> <p>describe geographically-based pathways</p>	<p>latitude</p> <p>longitude</p> <p>prime meridian</p> <p>region</p> <p>relative location</p> <p>globe</p> <p>database</p> <p>aerial view</p> <p>satellite images</p> <p>GPS</p> <p>GIS</p> <p>cartography</p>	<p>Know the role of technology in shaping the characteristics of places</p>	<p>MS-ESS2-2 Earth's Systems Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.</p> <p>MS-ESS2-4 Earth's Systems Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.</p> <p>MS-ESS2-6 Earth's Systems Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p>MS-ESS3-1 Earth and Human Activity Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.</p> <p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over</p>	<p>regions in the state.</p> <p>Level III: Able to describe similarities and differences among regions around nation and the globe.</p> <p>ADVANCED CURRICULUM Level IV</p> <p>Able to give detailed evidence of how different people view different regions around the state and country.</p> <p>Able to examine patterns of change over time in regions around the state, nation and globe; including geographic, social and cultural changes.</p>
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			<p>the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>CCSS.ELA-Literacy.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>CCSS.ELA-Literacy.RI.7.9</p>	
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			<p>Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or</p>	
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			<p>paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CCSS.ELA-Literacy.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear</p>	
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			<p>pronunciation.</p> <p>CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2</p>	
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			Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
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Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources

Britannica School
<http://school.eb.com>

This online encyclopedia includes an interactive world atlas. The article about New Mexico describes each of New Mexico’s geographical regions.

New Mexico Art Tells New Mexico History: New Mexico’s geography
<http://online.nmartmuseum.org/nmhistory/people-places-and-politics/new-mexicos-geography.html>

From the New Mexico Museum of Art, images of artworks are supplemented with explanatory text and a collection of links.

New Mexico True: Regions and cities
<http://www.newmexico.org/regions>

Provides a map and description of the regions in the state of New Mexico.

Research in Context
<http://elportalnm.org/middle.php> (scroll down to select “Research in Context”)

In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.

Printed Media: Nonfiction

Earth’s Climate Change: carbon dioxide overload. Bow, James. Published 2016. BL: 6.3
 PVMS Library: 363.738 BOW

Encyclopedia of World Geography. Bateman, Graham. Published 2002.
 PVMS Library: REF 910 BAT

Geography: a visual encyclopedia. Woodward, John. Published 2013.
 PVMS Library: REF 910 SMI

Historical Atlas of New Mexico. Beck, Warren A. Published 1969.
 PVMS Library: SW PAP 911 BEC

National Geographic Student Atlas of the World. Published 2014.

PVMS Library: REF 912 NAT

On Order for the SGA/PVMS Library

Charting the World: geography and maps from cave paintings to GPS with 21 activities. Panchyk, Richard. Published 2011.

Climate Change: discover how it impacts spaceship Earth. Sneideman, Joshua. Published 2015.

The Everything Kids Geography Book. Gardner, Jane. Published 2009.

The Geography Book: activities for exploring, mapping, and enjoying your world. Arnold, Caroline. Published 2002.

Maps. Robertson, Kay. Published 2014. BL: 5.8

Junior Genius Guides: Maps and Geography. Jennings, Ken. Published 2014. BL: 7.1

Mental Maps and Mapping the Mind. George, Enzo. Published 2017.

Merriam-Webster's Student Atlas (set of 6). Published 2016.

New Mexico: Land of Enchantment. Hamilton, John. Published 2017. BL: 6.3

New Mexico: Land of Enchantment. Bjorklund, Ruth. Published 2016.

National Geographic Kids United States Atlas (set of 6). Published 2017.

Where on Earth? DK. Published 2013.

Other Resources

On Order for the SGA/PVMS Library

Globes (set of 5).

Common Core Social Studies Pacing Guide
7th Grade

STRAND 5-8 Geography				
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 2-C: understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes:		Standard 2-C
Grade 7: 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 3. recognize geographic questions and explain how to plan and execute an inquiry to answer them 4. explain a contemporary issue using geographic knowledge, tools and perspectives.	Quarter 1: 2. interpret and analyze geographic information obtained from a variety of sources 3. recognize geographic questions and explain how to plan and execute an inquiry to answer them	Quarter 2: 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	Quarter 3: 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	Quarter 4: 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 4. explain a contemporary issue using geographic knowledge, tools and perspectives.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: explain how differing perceptions affected events and conditions interpret and analyze	urban/suburban/rural geography region	Geographic Sources: maps, directly witnessed and surveillanced photographic and digital data, personal documents and interviews, symbolic representations - graphs, charts, diagrams,	NGSS: MS-LS2-2 Ecosystems: Interactions, Energy, and Dynamics Construct an explanation that predicts patterns of interactions among organisms	Level I: Able to identify one geographic issue or problem based on an account of a current event. Level II: Able to identify and describe—using specific evidence—two or more geographic issues or problems based on accounts of current events (e.g., climate

<p>geographic information</p> <p>recognize geographic questions</p> <p>explain a contemporary issue</p>	<p>globe</p> <p>database</p> <p>aerial view</p> <p>satellite images</p>	<p>tables, etc.</p> <p>Students need to understand how human behavior and environmental conditions impacts the environment, recognize past and present results and predict potential changes.</p>	<p>across multiple ecosystems.</p> <p>MS-ESS3-3 Earth and Human Activity Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.*</p> <p>MS-ESS3-4 Earth and Human Activity Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p> <p>MS-ESS3-5 Earth and Human Activity Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p> <p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or</p>	<p>change, drought).</p> <p>Level III: Able to describe how natural environments have influenced geographic and social conditions in the past.</p> <p>ADVANCED CURRICULUM Level IV</p> <p>Over time, able to explain and provide a picture of the influence natural environments had on the conditions of a specific place from the past to the present.</p>
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			<p>events).</p> <p>CCSS.ELA-Literacy.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with</p>	
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			<p>clear reasons and relevant evidence.</p> <p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis,</p>	
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			<p>reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CCSS.ELA-Literacy.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CCSS.ELA-Literacy.RH.6-8.3</p>	
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			<p>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	
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Resources to Support this Section

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Online Resources

Google's Earth Engine: Timelapse

<https://earthengine.google.com/timelapse/>

“Timelapse is a global, zoomable video that lets you see how the Earth has changed over the past 32 years.” Includes timelapse satellite video of cities, glaciers, and seas from around the world.

The Guardian: Geography

<https://www.theguardian.com/science/geography>

Articles on current events and issues related to geography.

The New York Times: Geography

<https://www.nytimes.com/topic/subject/geography>

Articles on current events and issues related to geography.

Research in Context

<http://elportalmn.org/middle.php> (scroll down to select “Research in Context”)

In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.

Printed Media: Nonfiction

Climate Migrants: on the move in a warming world. Hirsh, Rebecca E. Published 2016. BL: 8.3

PVMS Library: 304.80 HIR

Arctic Thaw: climate change and the global race for energy resources. McPherson, Stephanie Sammartino. Published 2015. BL: 8.0

PVMS Library: 333.79 MCP

Earth's Climate Change: carbon dioxide overload. Bow, James. Published 2016. BL: 6.3

PVMS Library: 363.738 BOW

On Order for the SGA/PVMS Library

Climate Change: discover how it impacts spaceship Earth. Sneiderman, Joshua. Published 2015.

New Mexico: Land of Enchantment. Hamilton, John. Published 2017. BL: 6.3

New Mexico: Land of Enchantment. Bjorklund, Ruth. Published 2016.

Other Resources

On Order for the SGA/PVMS Library

Globes (set of 5).

Planet H2O: Surface Water: a day in the life of the Rio Grande. DVD. Published 2008. (Discusses needs of CO, NM, and TX to share the water

Common Core Social Studies Pacing Guide

7th Grade

STRAND 5-8 Geography				
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 2-D: explain how physical processes shape the earth’s surface patterns and Biosystems		Standard 2-D
Grade 7: 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.	Quarter 1: 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	Quarter 2: 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.	Quarter 3: 1. explain how physical processes influence the formation and location of resources 3. explain how ecosystems influence settlements and societies.	Quarter 4: 1. explain how physical processes influence the formation and location of resources

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: explain how physical processes influence the formation and location of resources use data to interpret	Resources Ecosystems Settlements Societies	NM has four natural provinces each has features that make it unique and impact the life within. NM is part of the Southwest region because of similar	NGSS: MS-LS2-2 Ecosystems: Interactions, Energy, and Dynamics Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	Level I: Able to identify at least two of the four natural provinces in New Mexico. Level II: Able to identify and provide characteristics for all four of the natural provinces in New Mexico. Level III: Able to verify—with specific evidence—how

<p>changing patterns</p> <p>explain how ecosystems influence settlements and societies.</p>	<p>Butte</p> <p>Demography</p> <p>Llano Estacado</p> <p>Malpais</p> <p>Life Zones</p> <p>Mesa</p> <p>plateau</p> <p>Province</p> <p>Reservoir</p> <p>Tributary</p> <p>The Great Plains</p> <p>Basin and Range</p> <p>Colorado Plateau</p> <p>Rocky Mountains</p>	<p>features with neighboring states.</p> <p>Life Zones</p> <p>NM's Natural Resources</p> <p>The 5 themes of geography to the regions of NM's land and resources</p>	<p>MS-LS2-3 Ecosystems: Interactions, Energy, and Dynamics</p> <p>Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p> <p>MS-LS2-5 Ecosystems: Interactions, Energy, and Dynamics</p> <p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services.*</p> <p>MS-ESS2-1 Earth's Systems</p> <p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p> <p>MS-ESS2-2 Earth's Systems</p> <p>Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.</p> <p>MS-ESS2-4 Earth's Systems</p> <p>Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.</p> <p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.7.1</p> <p>Cite several pieces of textual evidence to</p>	<p>one of the provinces supports plant and animal life.</p> <p>ADVANCED CURRICULUM Level IV: Able to interpret New Mexico as one interdependent ecosystem, detailing evidence of how all the four natural provinces interconnect to support wildlife and human life.</p>
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			<p>support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>CCSS.ELA-Literacy.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and</p>	
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			<p>specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and</p>	
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			<p>investigation.</p> <p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CCSS.ELA-Literacy.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	
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			<p>CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and</p>	
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			<p>reasoned judgment in a text.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	
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Online Resources

Britannica School

<http://school.eb.com>

This online encyclopedia includes an interactive world atlas. The article about New Mexico describes each of New Mexico's geographical provinces and includes a map of the provinces.

New Mexico Art Tells New Mexico History: New Mexico's geography

<http://online.nmartmuseum.org/nmhistory/people-places-and-politics/new-mexicos-geography.html>

From the New Mexico Museum of Art, images of artworks are supplemented with explanatory text and a collection of links.

New Mexico Museum of Natural History and Science: New Mexico, Living Landscapes

<http://www.nmnaturalhistory.org/online-exhibits-bioscience/new-mexico-living-landscapes>

States five ecological zones in New Mexico (but gives no description of the ecosystems). An interactive map of the zones links to a photo showing an example of what that ecosystem looks like.

New Mexico True: Regions and cities

<http://www.newmexico.org/regions>

Provides a map and description of the regions in the state of New Mexico.

The Provinces of New Mexico

<https://nmprovinces.weebly.com/>

Created by a teacher in New Mexico for her class, this site includes a map of the provinces, and PowerPoint slides containing information about each province.

State Province Maps

<https://www.nps.gov/media/photo/gallery.htm?showrawlisting=false&maxrows=20&hiderightrail=true&id=773C7C95-1DD8-B71B-0B0A5EE3FBA7645A&tagid=0&startrow=21>

A downloadable province map can be found on this page. (Map also includes national parks and national monuments.)

Research in Context

<http://elportalnm.org/middle.php> (scroll down to select “Research in Context”)

In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.

Printed Media: Nonfiction

Rocky Mountains. Grupper, Jonathan. Published 2001. BL: 5.4
PVMS Library: 978 GRU

On Order for the SGA/PVMS Library

Deserts. Banting, Erinn. Published 2012. BL: 6.9

New Mexico: Land of Enchantment. Hamilton, John. Published 2017. BL: 6.3

New Mexico: Land of Enchantment. Bjorklund, Ruth. Published 2016.

The Rocky Mountains. Aloian, Molly. Published 2012. BL: 7.4

Other Resources

Common Core Social Studies Pacing Guide
7th Grade

STRAND 5-8 Geography				
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 2-E: explain how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict		Standard 2-E
Grade 7: 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 New Mexico.	Quarter 1:	Quarter 2: 2. analyze New Mexico settlement patterns and their impact on current issues 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.	Quarter 3: 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 New Mexico.	Quarter 4: 2. 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

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: analyze New Mexico settlement patterns describe and analyze how the study of geography is	Indigenous People Resources Ecosystems Settlements	Know why people migrated (need, weather, followed their food source) How humans interacted with their environment in NM	NGSS: MS-LS2-1 Ecosystems: Interactions, Energy, and Dynamics Analyze and interpret data to provide evidence for the effects of resource	Level I: Able to identify at least one physical feature of New Mexico by name Level II: Able to identify and describe features of more than two physical features of New Mexico. Level III: Able to explain one significant incidence of

<p>used to improve our quality of life</p> <p>explain the accessibility to the New Mexico territory</p>	<p>Societies</p> <p>Butte</p> <p>Demography</p> <p>Llano Estacado</p> <p>Malpais</p> <p>Mesa</p> <p>plateau</p> <p>Province</p> <p>Reservoir</p> <p>Tributary</p>	<p>Know specific physical features to NM</p>	<p>availability on organisms and populations of organisms in an ecosystem.</p> <p>MS-LS2-2 Ecosystems: Interactions, Energy, and Dynamics</p> <p>Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.</p> <p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>CCSS.ELA-Literacy.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or</p>	<p>expansion in NM or the US through the influence of one or more physical features.</p> <p>ADVANCED CURRICULUM Level IV: Able to correlate the significant physical features of NM with broad trends in expansion throughout US history.</p>
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			<p>purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	
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			<p>CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	
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			<p>CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CCSS.ELA-Literacy.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-Literacy.RH.6-8.6</p>	
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			<p>Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	
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From the New Mexico Museum of Art, images of artworks are supplemented with explanatory text and a collection of links.

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States five ecological zones in New Mexico (but gives no description of the ecosystems). An interactive map of the zones links to a photo showing an example of what that ecosystem looks like.

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PVMS Library: 978 GRU

On Order for the SGA/PVMS Library

Carlsbad Caverns. Kras, Sara Louise. Published 2003. BL: 5.6

Deserts. Banting, Erinn. Published 2012. BL: 6.9

New Mexico: Land of Enchantment. Hamilton, John. Published 2017. BL: 6.3

New Mexico: Land of Enchantment. Bjorklund, Ruth. Published 2016.

The Rocky Mountains. Aloian, Molly. Published 2012. BL: 7.4

Other Resources

Remembered Earth: New Mexico’s High Desert. DVD. Published 2006.
PVHS Library: DVD EAR

On Order for the SGA/PVMS Library

Planet H2O: Surface Water: a day in the life of the Rio Grande. DVD. Published 2008.

Common Core Social Studies Pacing Guide
7^h Grade

STRAND 5-8 Geography				
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 2-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 2-F
Grade 7:	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
<ol style="list-style-type: none"> 1. describe and evaluate the use and distribution of resources and their impact on countries throughout the world 2. describe how environmental events affect human activities and resources 		<ol style="list-style-type: none"> 2. describe how environmental events affect human activities and resources 	<ol style="list-style-type: none"> 1. describe and evaluate the use and distribution of resources and their impact on countries throughout the world 2. describe how environmental events affect human activities and resources 	<ol style="list-style-type: none"> 1. describe and evaluate the use and distribution of resources and their impact on countries throughout the world 2. describe how environmental events affect human activities and resources

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>describe and evaluate the use and distribution of resources</p> <p>describe how environmental events affect human activities</p>	<p>Hurricanes</p> <p>Tornados</p> <p>Floods</p> <p>Boundaries</p> <p>Acequia</p> <p>Reservoir</p> <p>Renewable resources</p> <p>Man-made resources</p>	<p>Know the importance of resources and how we can preserve them.</p> <p>Know how environmental events affect nature and human activities.</p> <p>Know our most precious resource (water)</p>	<p>NGSS:</p> <p>MS-PS1-3 Matter and its Interactions Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.</p> <p>MS-LS2-1 Ecosystems: Interactions, Energy, and Dynamics Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.</p> <p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or</p>	<p>Level I: Able to identify at least one resource and its origin and use.</p> <p>Level II: Able to identify and describe two or more resources and their uses.</p> <p>Able to identify resources as being “man-made” or natural, renewable or nonrenewable.</p> <p>Level III: Able to conclude—using specific evidence—at least three ways in which resources impact daily life (convenience, distribution, quality of life).</p> <p>ADVANCED CURRICULUM Level IV: Able to research and document the ways that one specific type of resource has changed human and social life from the past to the present</p>

			<p>events).</p> <p>CCSS.ELA-Literacy.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with</p>	
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			<p>clear reasons and relevant evidence.</p> <p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis,</p>	
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			<p>reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CCSS.ELA-Literacy.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CCSS.ELA-Literacy.RH.6-8.3</p>	
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			<p>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	
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Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources

Britannica School

<http://school.eb.com>

This online encyclopedia includes an interactive world atlas. The article about New Mexico describes each of New Mexico's geographical provinces and includes a map of the provinces.

Research in Context

<http://elportalnm.org/middle.php> (scroll down to select "Research in Context")

In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.

US EPA: Learning and Teaching about the Environment

<https://www.epa.gov/students>

Homework resources, lesson plans, and project ideas related to protecting our environment and natural resources.

Printed Media: Nonfiction

Arctic Thaw: climate change and the global race for energy resources. McPherson, Stephanie Sammartino. Published 2015. BL: 8.0

PVMS Library: 333.79 MCP

Wind, Solar, and Geothermal Power: from concept to consumer. Otfinoski, Steven. Published 2016. BL: 7.5

PVMS Library: 333.79 OTF

Top 10 Worst Floods. Spilsbury, Louise. Published 2017.

PVMS Library: 363.34 SPI

When the Sky Breaks: hurricanes, tornadoes, and the worst weather in the world. Winchester, Simon. Published 2017. BL: 8.5

PVMS Library: 551.55 WIN

A Changing Earth. Miller, Heather. Published 2009. BL: 4.6

PVMS Library: 551.8 MIL

Cerro Grande. Grieggs, Alison B. Published 2001.

PVMS Library: 904 GRI

Disasters: natural and man-made catastrophes through the centuries. Guiberson, Brenda Z. Published 2010. BL: 7.9

PVMS Library: 904 GUI

Hurricanes, Tsunamis, and Other Natural Disasters. Langley, Andrew. Published 2006. BL: 8.2

PVMS Library: 904 LAN

On Order for the SGA/PVMS Library

Brilliant! Shining a light on sustainable energy. Mulder, Michelle. Published 2013. BL: 6.9

Coal Power. Bailey, Diane. Published 2015.

Deadly Droughts. Rajczak, Michael. Published 2017. BL: 5

Fire Birds: Valuing natural wildfires and burned forests. Collard, Sneed B. Published 2015. BL: 6.4

Fracking: fracturing rock to reach oil and gas underground. Dickmann, Nancy. Published 2016. BL: 6.9

Wildfires. Cunningham, Kevin. Published 2010. BL: 8.2

Other Resources

On Order for the SGA/PVMS Library

Planet H2O: Surface Water: a day in the life of the Rio Grande. DVD. Published 2008.

Common Core Social Studies Pacing Guide
7th Grade

STRAND: 5-8 Civics and Government				
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.		5-8 Benchmark 3-A: demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national)		Standard 3-A
Grade 7: 1. explain the structure and functions of New Mexico’s state government as expressed in the New Mexico constitution, to include: a. roles and methods of initiative, referendum and recall processes b. function of multiple executive offices c. election process d. criminal justice system 2. explain the roles and relationships of different levels of the legislative process, to include: a. structure of New Mexico legislative districts b. the structure of the New Mexico legislature and leaders of the legislature during the current session 3. compare the structure and functions of the New Mexico legislature with that of the state’s tribal governments	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4: 1. explain the structure and functions of New Mexico’s state government as expressed in the New Mexico constitution, to include: a. roles and methods of initiative, referendum and recall processes b. function of multiple executive offices c. election process d. criminal justice system 2. explain the roles and relationships of different levels of the legislative process, to include: a. structure of New Mexico legislative districts b. the structure of the New Mexico legislature and leaders of the legislature during the current session 3. compare the structure and functions of the New Mexico legislature with that of the state’s tribal governments

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>explain the structure and functions of New Mexico’s state government</p> <p>explain the roles and relationships of different levels of the legislative process</p> <p>compare the structure and functions of the New Mexico legislature</p>	<p>Primaries/general elections</p> <p>juvenile justice</p> <p>Tribal Govt. Pueblo Indian Council; Navajo, Apache and Hopi Nations</p> <p>Amendments</p> <p>Bill of Rights</p> <p>Checks and balances</p> <p>Civics</p> <p>Democracy</p> <p>Federal system</p> <p>Municipalities</p> <p>Ordinances</p> <p>Public good</p> <p>Republic</p> <p>Bicameral</p> <p>Bill</p> <p>Direct democracy</p> <p>Initiative</p> <p>Recall</p> <p>Referendum</p>	<p>Structure of NM Legislature: (2a) number of districts, students’ legislative districts, representatives and senators of the students’ districts (2b) bicameral, house of representatives and senate, speaker of the house of representatives, senate pro term</p> <p>Three branches make, carry out and interpret laws</p> <p>State government= Santa Fe</p> <p>Local = County, city/town, special districts</p> <p>Tribal=Pueblo</p> <p>Know the roles of government in society</p>	<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>CCSS.ELA-Literacy.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text,</p>	<p>Level I: Able to identify the three branches of government: Legislative, Executive and Judicial.</p> <p>Level II: Able to identify and provide examples of the three branches of government at the local, state, tribal, and federal level.</p> <p>Level III: able to explain, with specific examples, the changes in the organization structure of NM government in its early history (eg. Province of Spain, province of Mexico, territorial governor and legislature, state governor and legislature).</p> <p>ADVANCED CURRICULUM Level IV</p> <p>Able to analyze, with specific examples, how NM balances serving the national interest and the interests of New Mexicans, including examples of when those interests are in direct conflict.</p>

	<p>Separation of powers</p> <p>Executive, legislative, judicial branch</p> <p>Veto</p>		<p>analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	
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			<p>CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CCSS.ELA-Literacy.SL.7.3</p>	
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			<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6</p>	
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			<p>Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	
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Resources to Support this Section

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Online Resources

Britannica School
<http://school.eb.com>

This online encyclopedia includes an interactive world atlas. The article about New Mexico describes New Mexico's state government. More detail on state and tribal governments can be gained by selecting the "level 3" article.

New Mexico Secretary of State: New Mexico Constitution

<http://www.sos.state.nm.us/nmconst2017.pdf>

The New Mexico state constitution.

New Mexico Secretary of State: Kid's Corner

http://www.sos.state.nm.us/Kids_Corner/

Includes basic information about our governor, lieutenant governor, and the secretary of state, as well as state symbols, songs, and native American history and culture.

New Mexico Office of Indian Affairs: New Mexico Pueblos

<http://www.iad.state.nm.us/pueblos.html>

Lists names of current pueblo Governors and links to pueblo websites.

New Mexico Office of the State Historian

<http://newmexicohistory.org/>

A rich collection of resources related to all aspects of New Mexico history, people, government, and culture. Includes articles, primary documents, videos, photos, and an extensive, interactive timeline.

Research in Context

<http://elportalmn.org/middle.php> (scroll down to select "Research in Context")

In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.

Printed Media

On Order for the SGA/PVMS Library

Branches of the U.S. Government. Burgan, Michael. Published 2012. BL: 7.3

New Mexico: Land of Enchantment. Hamilton, John. Published 2017. BL: 6.3

New Mexico: Land of Enchantment. Bjorklund, Ruth. Published 2016.

State Government. Kenney, Karen. Published 2015. BL: 4.4

State and Local Government. McAuliffe, Bill. Published 2017. BL: 7.4

Other Resources

Common Core Social Studies Pacing Guide
7th Grade

STRAND: 5-8 Civics and Government				
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.		5-8 Benchmark 3-B: 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		Standard 3-B
Grade 7: 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.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4: 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.

Evidence of Student	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
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Attainment				
<p>Students can:</p> <p>explain the concept of diversity and its significance within the political and social unity of New Mexico</p> <p>describe ways in which different groups maintain their cultural heritage</p> <p>explain how New Mexico’s state legislature and other state legislatures identify symbols representative of a state</p> <p>identify official and unofficial public symbols of various cultures and describe how they are or are not exemplary of enduring elements of those cultures.</p>	<p>Diversity</p> <p>Tradition</p> <p>Culture</p> <p>Majority rule</p> <p>Majority</p> <p>Icons</p> <p>district</p> <p>Primaries/general elections</p> <p>Tribal Govt. Pueblo Indian Council; Navajo, Apache and Hopi Nations</p>	<p>Know the official and unofficial state symbols</p> <p>Know that there is a large mix of cultures in NM, all with specific cultural rules-cultural sensitivity (specific rules need to adhered to on tribal lands—feasts)</p> <p>Know the roles of government in society</p>	<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>CCSS.ELA-Literacy.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the</p>	<p>Level I: Able to identify two official and two unofficial state symbols.</p> <p>Level II: Able to explain how New Mexico’s state legislature identifies symbols that represent the state.</p> <p>Able to identify and describe at least three known local symbols.</p> <p>Level III: Able to describe ways in which different groups in NM maintain their cultural heritage.</p> <p>Able to identify the origin of certain symbols and analyze how they have been adopted by communities over time.</p> <p>ADVANCED CURRICULUM Level IV</p> <p>Able to research the history and significance of one particular ethnic, racial or religious custom or celebration and argue, using specific evidence, how it has shaped local, state, tribal identities.</p> <p>Able to analyze how certain symbols and icons have been adopted by communities, both local and national, over time and describe how those symbols have come to represent communally-held ideals (eg., American flag symbolizes freedom).</p>

			<p>subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>CCSS.ELA-Literacy.W.7.7</p>	
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			<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CCSS.ELA-Literacy.SL.7.3 Delineate a speaker's argument and specific</p>	
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			<p>claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an</p>	
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			<p>author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	
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Resources to Support this Section

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Online Resources

Bill to Make Green Chile Cheesburger State Burger Advances to Floor Vote (2/21/17)
<http://www.kob.com/politics-news/bill-to-make-green-chile-cheeseburger-state-burger-advances-to-floor-vote-new-mexico-/4406377/>
 Article by KOB 4 new touches on the process involved to adopt such a bill.

Britannica School

<http://school.eb.com>

This online encyclopedia includes an interactive world atlas. The article about New Mexico describes New Mexico's state government. More detail on state and tribal governments can be gained by selecting the "level 3" article.

New Mexico Office of Indian Affairs: New Mexico Pueblos

<http://www.iad.state.nm.us/pueblos.html>

Lists names of current pueblo Governors and links to pueblo websites. Most of these site include the official seal for the pueblo.

New Mexico Secretary of State: State Songs

http://www.sos.state.nm.us/kids_corner/state_symbols.aspx

Words and music for several state songs.

New Mexico Secretary of State: State Symbols

http://www.sos.state.nm.us/kids_corner/state_symbols.aspx

A list of New Mexico state symbols including descriptions of how, when, and why they were adopted.

New Mexico True: Festivals and Feast Days

<https://www.newmexico.org/events/native-american/feast-days/>

A listing of tribal dances, feast days, and other celebrations.

Oh Fair New Mexico

<https://www.youtube.com/watch?v=TdLVE6vGYZg>

There are several versions of the state song on YouTube. This version was performed by the Carlsbad New Mexico High School Troubadours in 2012.

Printed Media

The library includes *many* novels and other literary works that present diverse cultures including:

Brown Girl Dreaming. Woodson, Jacqueline. Published 2014.

PVMS Library: 811.54 WOO

Listen, Slowly. Lai, Thanhha. Published 2015. BL: 5.3

PVMS Library: FIC LAI

Any Small Goodness. Johnston, Tony. Published 2001. BL: 4.1

PVMS Library: FIC JOH

Caminar. Brown, Silko. Published 2014. BL: 4.7

PVMS Library: FIC BRO

The Absolutely True Diary of a Part-Time Indian. Alexie, Sherman. Published 2007. BL: 4.0

PVMS Library: FIC ALE

Counting by 7s. Sloan, Holly Goldberg. Published 2013. BL: 5.6

PVMS Library: FIC SLO

On Order for the SGA/PVMS Library

Dennis Chavez: the first Hispanic US senator. (Bilingual). Coy, Cissie. Published 2017.

Equality and Diversity. Ogden, Charlie. Published 2017.

How to Draw New Mexico's Sights and Symbols. Weintraub, Aileen. Published 2002. BL: 4.7

Other Resources

Common Core Social Studies Pacing Guide
7th Grade

STRAND: 5-8 Civics and Government				
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.		5-8 Benchmark 3-C: compare political philosophies and concepts of government that became the foundation for the American revolution and the United States government		Standard 3-C
Grade 7: 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.	Quarter 1:	Quarter 2: 1. compare and contrast New Mexico’s entry into the United States with that of the original thirteen colonies	Quarter 3:	Quarter 4: 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.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: compare and contrast New	Thirteen Colonies	Know the reasons colonists came to the New World	CCSS: CCSS.ELA-Literacy.RI.7.1	Level I: Able to identify two or more individuals, ideals, or events associated with the development of the

<p>Mexico’s entry into the United States with that of the original thirteen colonies</p> <p>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</p>	<p>Statehood</p> <p>George Washington</p> <p>Benjamin Franklin</p> <p>James Madison</p> <p>Revolutionary War</p> <p>Articles of Confederation</p> <p>Constitutional Congress</p> <p>Declaration of Independence</p> <p>US Constitution</p> <p>Mexican American War</p> <p>Bill of Rights</p>	<p>Know the development of the Thirteen Colonies</p> <p>Know what led up to the Revolutionary War</p> <p>Know specific names and the role they played on the path to becoming the United State of America (George Washington, Benjamin Franklin, James Madison, etc.)</p>	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.7.2</p> <p>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. CCSS.ELA-Literacy.RI.7.3</p> <p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). CCSS.ELA-Literacy.RI.7.5</p> <p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. CCSS.ELA-Literacy.RI.7.6</p> <p>Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. CCSS.ELA-Literacy.RI.7.7</p> <p>Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). CCSS.ELA-Literacy.RI.7.8</p> <p>Trace and evaluate the argument and</p>	<p>Thirteen Colonies and the United States of America.</p> <p>Level II: Able to identify and briefly describe the significance and contribution of two or more individuals, ideals, or events associated with the development of the Thirteen Colonies and the United States of America.</p> <p>Level III: Able to determine pre-revolutionary ideals of colonists within historical sources including: a sense of individualism (individualized identity), independence and religious freedom.</p> <p>Compare and contrast New Mexico’s path to statehood to that of the original 13 American Colonies.</p> <p>ADVANCED CURRICULUM Level IV</p> <p>Able to trace over the time the evolution of ideas from pre-revolutionary cultures and people to those that contributed to the founding of the American republic and development of the United States constitution; with a focus on the change from the Articles of Confederation to the Constitutional Convention to the Declaration of Independence, as well as, those individuals who contributed the political philosophy behind those documents such as: James Madison, Benjamin Franklin and Thomas Jefferson.</p>
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			<p>specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and</p>	
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			<p>investigation.</p> <p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CCSS.ELA-Literacy.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CCSS.ELA-Literacy.SL.7.4</p>	
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			<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.RH.6-8.7</p>	
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			<p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	
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Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources

Britannica School
<http://school.eb.com>

This online encyclopedia includes articles on hundreds of topics at elementary, middle, and high school levels. Also includes primary source documents, images, videos, links to web sites, full text magazine articles.

Ben's Guide to the U.S. Government
<http://bensguide.gpo.gov/>

Overview of branches of government, historical documents, how laws are made, the election process, and more for kids. Although the interface seems more appropriate for younger students, the site is for youth of all ages.

New Mexico History
<http://newmexicohistory.org/>

Created by the New Mexico Office of the State Historian, this site contains a rich collection of resources related to all aspects of New Mexico history, people, and culture. Includes articles, primary documents, videos, photos, and

an extensive, interactive timeline.

Research in Context

<http://elportalnm.org/middle.php> (scroll down to select “Research in Context”)

In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.

The U.S. Constitution: an overview

<https://www.scholastic.com/teachers/articles/teaching-content/us-constitution-overview/>

“An article from the *New Book of Knowledge* discusses the history of the United States Constitution, including the ratification and amending of the document.”

<http://www.scholastic.com/browse/article.jsp?id=7467> (Bill of Rights)

Printed Media: Nonfiction

Written in Bone: buried lives of Jamestown and Colonial Maryland. Walker, Sally M. Published 2009. BL: 9.0

PVMS Library: 614.17 WAL

...If You Lived in Colonial Times. McGovern, Ann. Published 1992. BL: 4.1

PVMS Library: 917.4 MCG

The Signers. Fradin, Dennis Brindell. Published 2002. BL: 7.7

PVMS Library: 973.3 FRA

George Washington: the life of an American patriot. West, David. Published 2005. BL: 5.3

PVMS Library: 973.4 WES

Exploring the Maryland Colony. Doak, Robin S. Published 2016. BL: 6.5

PVMS Library: 975.2 DOA

George Washington. Hort, Lenny. Published 2005. BL: 8.4

PVMS Library: 92 HOR

On Order for the SGA/PVMS Library

The American Revolution for Kids: a history with 21 activities. Herbert, Janis. Published 2002. BL: 7.3

Electric Ben: the amazing life and times of Benjamin Franklin. Byrd, Robert. Published 2012. BL: 7.7

Exploring the Connecticut Colony. Otfinoski, Steven. Published 2017. BL: 6.4

Exploring the Delaware Colony. McManus, Lori. Published 2017. BL: 6.1

Exploring the Georgia Colony. Hall, Brianna. Published 2017. BL: 6.2

Exploring the Maryland Colony. Published 2017. BL: 6.5

Exploring the Massachusetts Colony. Smith-Llera, Danielle. Published 2017. BL: 6.6

Exploring the New Hampshire Colony. Raum, Elizabeth. Published 2017. BL: 5.9

Exploring the New Jersey Colony. Krasner, Barbara. Published 2017. BL: 6.3

Exploring the New York Colony. Catel, Patrick. Published 2017. BL: 6.4

Exploring the North Carolina Colony. Gunderson, Jessica. Published 2017. BL: 6.4

Exploring the Pennsylvania Colony. Micklos, John. Published 2017. BL: 5.8

Exploring the Rhode Island Colony. Doak, Robin S. Published 2017. BL: 6.2

Exploring the South Carolina Colony. Ditchfield, Christin. Published 2017. BL: 6.5

Exploring the Virginia Colony. Ditchfield, Christin. Published 2017. BL: 6.2

From Colonies to Country. Hakim, Joy. Published 2005.

New Mexico: Land of Enchantment. Hamilton, John. Published 2017. BL: 6.3

New Mexico: Land of Enchantment. Bjorklund, Ruth. Published 2016.

A TimeLine History of the Thirteen Colonies. Pratt, Mary K. Published 2015. BL: 6.0

Making Thirteen Colonies. Hakim, Joy. Published 2005.

Other Resources

The American Revolution. (DVD). History Channel. Published 2005.

PVMS Library: DVD 973.3 HIS

Common Core Social Studies Pacing Guide
7th Grade

STRAND: 5-8 Civics and Government				
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.		5-8 Benchmark 3-D: explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes and countries		Standard 3-D
Grade 7: 1. explain the obligations and responsibilities of citizenship 2. explain the roles of citizens in political decision-making	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4: 1. explain the obligations and responsibilities of citizenship 2. explain the roles of citizens in political decision-making

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>explain the obligations and responsibilities of citizenship</p> <p>explain the roles of citizens in political decision-making</p>	<p>Obligation</p> <p>Jury Duty</p> <p>Taxes</p> <p>Petitioning</p> <p>Citizenship</p> <p>Responsibility</p> <p>Resident</p> <p>Rights</p> <p>Voting</p> <p>Petition</p>	<p>Citizens responsibilities: the obligations of upholding the constitution, obeying the law, paying taxes, jury duty</p> <p>Political role: voting, petitioning public officials, analyzing issues</p>	<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>CCSS.ELA-Literacy.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the</p>	<p>Level I: Able to identify the difference between rights and responsibilities and give examples of each.</p> <p>Level II: Able to provide reasons why rules and laws are needed.</p> <p>Level III: Able to give examples of how rules and laws should be upheld through the citizenship values of fairness, trustworthiness, and responsibility.</p> <p>ADVANCED CURRICULUM Level IV: Able to give examples of human rights and why they are important.</p> <p>Able to analyze specific examples of struggles for human rights throughout NM history.</p>

			<p>subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and</p>	
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			<p>generating additional related, focused questions for further research and investigation.</p> <p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CCSS.ELA-Literacy.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	
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			<p>CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.RH.6-8.7</p>	
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			<p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	
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Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources

iCivics
<https://www.icivics.org/>
 Run for President, navigate the court system, practice constitutional law and much more. This extensive, free site contains many educational games for kids and resources for teachers.

Printed Media: Nonfiction

How to Build Your Own Country. Wyatt, Valerie. Published 2009. BL: 6.7
 PVMS Library: 320.4 WYA

Other Resources

Common Core Social Studies Pacing Guide
7th Grade

STRAND 5-8 Economics				
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.		5-8 Benchmark 4-A: 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:		Standard 4-A
Grade 7: 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.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4: 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.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>explain how economic and intrinsic incentives influence how individuals, households, businesses, governments and societies allocate and use their scarce resources</p> <p>explain why cooperation can yield higher benefits.</p>	<p>Scarce Resources</p> <p>Barter</p> <p>Coerce</p> <p>Consumer</p> <p>Currency</p> <p>Deposit</p> <p>Economics</p> <p>Interest</p> <p>Producer</p> <p>Demand</p> <p>Free enterprise</p> <p>Profit</p> <p>Shortage</p> <p>Supply</p> <p>Surplus</p> <p>Distribution</p>	<p>Individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives</p> <p>Know 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.</p>	<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>CCSS.ELA-Literacy.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text,</p>	<p>Level I: Able to identify resources, their uses and how they can be used in alternate ways.</p> <p>Level II: Able to explain the impact of supply and demand on the free enterprise system.</p> <p>Able to explain the role of producers and consumers in the free enterprise system.</p> <p>Level III: Able to identify and give examples of public and community incentives.</p> <p>Able to give examples of conflict that arises between public and private incentives.</p> <p>ADVANCED CURRICULUM Level IV: Able to analyze how economics affects individuals, households, businesses, governments and societies.</p>

			<p>analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	
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			<p>CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CCSS.ELA-Literacy.SL.7.3</p>	
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			<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6</p>	
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			<p>Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	
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Resources to Support this Section

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Online Resources

Britannica School
<http://school.eb.com>

This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.

EconEdLink: a lesson on supply and demand and toy fads

<https://www.econedlink.org/teacher-lesson/961/Lesson-Supply-Demand-Toy-Fads>

“The concepts of supply and demand and related terms are taught through stories about the toy fads of Hula Hoops and Silly Bandz.”

Supply and Demand Explained in One Minute

<https://www.youtube.com/watch?v=GqeRnxSuLFI>

One minute, student-friendly video that explains the basics of supply and demand.

Research in Context

<http://elportalnm.org/middle.php> (scroll down to select “Research in Context”)

In this database for middle school students, searches will yield magazine articles, videos, images, and primary source documents.

Printed Media: Fiction

Swindle. Korman, Gordon. Published 2009. BL: 4.9

PVMS Library: FIC KOR

On Order for the SGA/PVMS Library

Economic Systems. Britton, Tamara L. Published 2013. BL: 5.1

Economies Around the World. Fay, Gail. Published 2012. BL: 7

Supply and Demand. Ball, Madeline K. Published 2012.

Other Resources

Common Core Social Studies Pacing Guide
7th Grade

STRAND 5-8 Economics				
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.		5-8 Benchmark 4-B: 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:		Standard 4-B
Grade 7: 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	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4: 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

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>identify governmental activities that affect local, state, tribal and national economies</p> <p>analyze the impact of taxing and spending decisions upon individuals, organizations, businesses and various government entities</p> <p>explain the relationship of New Mexico with tribal governments regarding compact issues</p>	<p>Taxes</p> <p>gambling revenue</p> <p>Rights of way</p> <p>Market value</p> <p>Free enterprise</p> <p>Goods</p> <p>Supply and demand</p> <p>Profit</p> <p>Gaming</p> <p>Grants</p>	<p>Know that New Mexico’s reservations function like independent states—own governments, own businesses, and own economics</p> <p>Know that the US has a free enterprise market system in which supply and demand determine value and price</p> <p>Free enterprise is not the only economic system at work in NM</p> <p>The US free enterprise system has a direct impact on decision making a local, state, tribal and national levels</p>	<p>CCSS:</p> <p>CCSS.Math.Content.7.RP.A.2 Recognize and represent proportional relationships between quantities.</p> <p>CCSS.Math.Content.7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p> <p>CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>CCSS.ELA-Literacy.RI.7.5</p>	<p>Level I: Able to define market value and free enterprise.</p> <p>Level II: Able to explain how supply and demand affects prices in a free enterprise system.</p> <p>Level III: Able to give examples of how industries in the United States decide how and what to produce and how value and price is determined.</p> <p>ADVANCED CURRICULUM Level IV</p> <p>Able to analyze and explain the relationships between the state of NM, NM tribal governments, and the United States.</p>

			<p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-Literacy.W.7.2</p>	
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			<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of</p>	
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			<p>collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CCSS.ELA-Literacy.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide</p>	
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			<p>an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts,</p>	
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			including the narration of historical events, scientific procedures/ experiments, or technical processes.	
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Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources

Britannica School

<http://school.eb.com>

This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.

EconEdLink: a lesson on supply and demand and toy fads

<https://www.econedlink.org/teacher-lesson/961/Lesson-Supply-Demand-Toy-Fads>

“The concepts of supply and demand and related terms are taught through stories about the toy fads of Hula Hoops and Silly Bandz.”

Supply and Demand Explained in One Minute

<https://www.youtube.com/watch?v=GqeRnxSuLFI>

One minute, student-friendly video that explains the basics of supply and demand.

Research in Context

<http://elportalnm.org/middle.php> (scroll down to select “Research in Context”)

In this database for middle school students, searches will yield magazine articles, videos, images, and primary source documents.

Printed Media

On Order for the SGA/PVMS Library

Economic Systems. Britton, Tamara L. Published 2013. BL: 5.1

Economics Through Infographics. Kenney, Karen Latchana. Published 2015. BL: 5.0

Economies Around the World. Fay, Gail. Published 2012. BL: 7

Supply and Demand. Ball, Madeline K. Published 2012.

Other Resources

Common Core Social Studies Pacing Guide
7th Grade

STRAND 5-8 Economics				
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.		5-8 Benchmark 4-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 4-C
Grade 7:	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
<ol style="list-style-type: none"> 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 4. describe the relationship between New Mexico, tribal and United States economic systems 5. compare and contrast 				<ol style="list-style-type: none"> 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 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.

New Mexico commerce with that of other states' commerce.				
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Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>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</p> <p>understand the interdependencies between the economies of New Mexico, the United States and the world</p> <p>understand the factors that currently limit New Mexico from becoming an</p>	<p>Urban state</p> <p>The Acequia systems</p> <p>Localized Agricultural Markets</p> <p>Aquifer</p> <p>Interdependence</p> <p>Non-renewable</p> <p>Renewable</p> <p>Specialization</p> <p>Sustainability</p> <p>Urbanization</p> <p>Agriculture, farming, ranching</p>	<p>Federal government is the largest employer in the state</p> <p>NM economy is both specialized and diversified in mining, farming, ranching, manufacturing, tourism, and the high-tech industry</p> <p>NM can only grow so much because of limited supply of water</p>	<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>Level I: Able to define specialization and interdependence.</p> <p>Level II: Able to identify and give examples of work in NM (eg. farming, ranching, mining, retail, transportation, manufacturing, tourism, high tech)</p> <p>Able to explain, with specific examples, the sustainability or non-sustainability of certain industries in NM and causes of their decline.</p> <p>Level III: Able to explain—with specific examples--the ways in which the economies of NM, the US and the global economy are interdependent. (eg. energy industry).</p> <p>ADVANCED CURRICULUM Level IV: Able to compare and contrast, with specific examples, NM</p>

<p>urban state, including: the availability and allocation of water, and the extent to which New Mexico relies upon traditional economic forms</p> <p>describe the relationship between New Mexico, tribal and United States economic systems</p> <p>compare and contrast New Mexico commerce with that of other states' commerce.</p>	<p>Mining</p> <p>Retail</p> <p>Manufacturing</p> <p>Transportation</p> <p>Commerce</p>		<p>CCSS.ELA-Literacy.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-Literacy.W.7.2</p>	<p>commerce with that of other states'.</p> <p>Able to analyze and describe the relationship between NM, tribal, and US economic systems</p>
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