



**Portales Municipal Schools  
Social Studies Curriculum Map-2010  
Grade 7**

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

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Grade 7**

<b>ESSENTIAL QUESTIONS: What is the driving force behind people who enjoy exploring?</b>					
<b>STRAND:</b> I History		<b>BENCHMARK: (I-A)</b> Explore and explain how people and events have influenced the development of New Mexico up to the present day.			
<b>STANDARD: (I)</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, U.S., and world history in order to understand the complexity of the human experience.					
9 <sup>th</sup> 9 weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<p><b>IA.3.</b> Explain the significance of trails and trade routes within the region (e.g., Spanish Trail, Camino Real, Santa Fe Trail).</p> <p><b>IA.4.</b> Describe how important individuals, groups, and events impacted the development of New Mexico from 16<sup>th</sup> century to the present (e.g., Don Juan Onate, Don Diego Vargas, Pueblo Revolt, Pope, 1837 Revolt, 1848 Rebellion, treaty of Guadalupe Hidalgo, William Becknell and the Santa Fe Trail, Buffalo Soldiers, Lincoln County War, Navajo Long Walk, Theodore Roosevelt and the Rough riders, Robert Goddard, J. Robert Oppenheimer, Smoky Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta).</p> <p><b>IA.6.</b> Explain the impact of New Mexico on the development of the American West up to the present, to include: Availability of land, government land grants/treaties, transportation, identification and use of natural resources, population growth and economic concerns, cultural interactions among indigenous and arriving populations and the resulting changes.</p>	<p>Spanish Explorations and Settlements</p> <p style="text-align: center;"><b>Exploration</b></p> <p style="text-align: center;">I= Introduce R=Review and Extend M=Master</p>	<p>Students will identify the path of Spanish explorers as they left present day Mexico and entered the American Southwest, concentrating on New Mexico.</p> <p>Students will understand vocabulary, key people, and events</p> <p>Students will sequence the exploration of New Mexico by the Spanish</p> <p>Students will research one Spanish explorer that explored in New Mexico. Student will then compare and contrast their explorer with another students.</p> <p style="text-align: center;"><b>The student will be able to:</b></p> <p>Locate Spanish exploration routes as well as compare and contrast various explorers.</p>	<p>Map</p> <p>Reproducible</p> <p>Timeline</p> <p>Venn Diagram Class discussion</p> <p>Unit test</p>	<p><i>A History of New Mexico</i> (textbook) Student laptops newmexicohistory.org</p> <p><i>A History of New Mexico</i> (textbook)</p> <p><i>A History of New Mexico</i> (textbook) Student laptops newmexicohistory.org Register tape (timeline)</p> <p><i>A History of New Mexico</i> (textbook) Student laptops newmexicohistory.org</p> <p>* Responders</p>

**Portales Municipal Schools  
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Grade 7**

<b>ESSENTIAL QUESTIONS: Why did the Spanish want to settle New Mexico?</b>					
<b>STRAND:</b> <b>I History</b> <b>II Geography</b> <b>III Civics And Government</b>		<b>BENCHMARK: (I-C) Compare and contrast major historical eras, events, and figures from ancient civilizations to the age of exploration.</b> <b>(II-C) Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes.</b> <b>(III-B) Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.</b>			
<b>STANDARD: (I) Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, U.S., and world history in order to understand the complexity of the human experience.</b> <b>(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.</b> <b>(III) Students understand the ideas, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the U.S. with particular emphasis on the U.S. and NM constitutions and how governments function at local, state, tribal, and national levels.</b>					
9 and 9 weeks	PEFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<b>I.C.1.</b> Compare and contrast the influence of Spain on the Western Hemisphere from colonization to the present. <b>II.C.1.</b> Explain how differing perceptions of people, places, and resources have affected events and conditions in the past. <b>III.B.2.</b> Describe ways in which different groups maintain their cultural heritage.	Spanish Explorations and Settlements  <b style="color: green;">Settlements</b>	Students will identify early Spanish settlements in New Mexico  Students will understand why settlements were established where they were (e.g., resources, defense, farming)  Students will create a PowerPoint presentation based on research concerning life in a Spanish settlement to include why the settlement was established in the area as well as daily life.  Students will understand vocabulary, key people, and events  Students will develop causes and effects that depict factors that limited human activities in New Mexico (e.g., land use issues, water issues, and environmental issues).  <p style="text-align: center;"><b>The student will be able to:</b></p> Locate Spanish settlements in New Mexico and demonstrate knowledge of the reasons for settlement.	Map  Notes  PowerPoint presentation/Rubric  Reproducible  Graphic organizer  Unit test	<i>A History of New Mexico</i> (textbook)  <i>A History of New Mexico</i> (textbook)  <i>A History of New Mexico</i> (textbook) Student laptops newmexicohistory.org  <i>A History of New Mexico</i> (textbook)  <i>A History of New Mexico</i> (textbook)  * Responders
		I= Introduce R=Review and Extend M=Master			

**Portales Municipal Schools  
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Grade 7**

<b>ESSENTIAL QUESTIONS: What was New Mexico like under Spanish rule?</b>					
<b>STRAND:</b> I History		<b>BENCHMARK:</b> (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day.			
<b>STANDARD:</b> : (I) Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, U.S., and world history in order to understand the complexity of the human experience governments.					
3 <sup>rd</sup> 9 weeks	<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS AND RESOURCES</b>
	<p><b>I.A.4.</b> Describe how important individuals, groups, and events impacted the development of New Mexico from 16<sup>th</sup> century to the present (e.g., Don Juan Onate, Don Diego Vargas, Pueblo Revolt, Pope, 1837 Revolt, 1848 Rebellion, treaty of Guadalupe Hidalgo, William Becknell and the Santa Fe Trail, Buffalo Soldiers, Lincoln County War, Navajo Long Walk, Theodore Roosevelt and the Rough riders, Robert Goddard, J. Robert Oppenheimer, Smoky Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta).</p> <p><b>I.A.6.</b> Explain the impact of New Mexico on the development of the American West up to the present, to include: Availability of land, government land grants/treaties, transportation, identification and use of natural resources, population growth and economic concerns, cultural interactions among indigenous and arriving populations and the resulting changes.</p>	<p>New Mexico is Home to Hispanic Culture</p> <p style="text-align: center;"><b>Spanish Rule</b></p> <p style="text-align: center;">I= Introduce R=Review and Extend M=Master</p>	<p>Students will sequence New Mexico under Spanish rule</p> <p>Students will understand what New Mexico was like under Spanish rule (e.g., political, economic, social, treatment of Native Americans, foreign policy, and settlement choices)</p> <p>Students will understand vocabulary, key people, and events</p> <p>Students will identify El Camino Real and the Chihuahua Trail</p> <p>Students will sequence and understand the Pueblo Revolt</p> <p>Students will summarize New Mexico under Spanish rule after the Reconquest</p> <p style="text-align: center;"><b>The student will be able to:</b></p> <p>Sequence, understand, and identify key elements of New Mexico under Spanish Rule</p>	<p>Timeline</p> <p>Quadrant squares/Class discussion</p> <p>Reproducible</p> <p>Map</p> <p>Timeline/Notes</p> <p>Schaffer Paragraph</p> <p>Unit test</p>	<p><i>A History of New Mexico</i> (textbook)</p> <p><i>A History of New Mexico</i> (textbook)</p> <p><i>A History of New Mexico</i> (textbook)</p> <p><i>A History of New Mexico</i> (textbook)</p> <p><i>A History of New Mexico</i> (textbook)</p> <p><i>A History of New Mexico</i> (textbook)</p> <p>* Responders</p>

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<b>ESSENTIAL QUESTIONS: What was New Mexico like under Mexican rule?</b>					
<b>STRAND:</b> I History II Geography IV Economics		<b>BENCHMARK:</b> (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day. (II-E) Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict. (IV-C) Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world			
<b>STANDARD:</b> : (I) Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in N.M., U.S., and world history in order to understand the complexity of the human experience governments. (II) Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments. (IV) Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.					
3 <sup>rd</sup> 9 weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<p><b>IA.4.</b> Describe how important individuals, groups, and events impacted the development of New Mexico from 16<sup>th</sup> century to the present (e.g., Don Juan Onate, Don Diego Vargas, Pueblo Revolt, Pope, 1837 Revolt, 1848 Rebellion, treaty of Guadalupe Hidalgo, William Becknell and the Santa Fe Trail, Buffalo Soldiers, Lincoln County War, Navajo Long Walk, Theodore Roosevelt and the Rough riders, Robert Goddard, J. Robert Oppenheimer, Smoky Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta).</p> <p><b>IA.6.</b> Explain the impact of New Mexico on the development of the American West up to the present, to include: Availability of land, government land grants/treaties, transportation, identification and use of natural resources, population growth and economic concerns, cultural interactions among indigenous and arriving populations and the resulting changes.</p>	<p>New Mexico is Home to Hispanic Culture</p> <p style="text-align: center; color: green;"><b>Mexican Rule</b></p> <p style="text-align: center; color: blue;">I= Introduce R=Review and Extend M=Master</p>	<p>Students will sequence New Mexico under Mexican rule</p> <p>Students will understand what New Mexico was like under Mexican rule (e.g., political, economic, social, treatment of Native Americans, foreign policy, and settlement choices)</p> <p>Students will understand vocabulary, key people, and events</p> <p>Students will identify the Santa Fe Trail and understand its importance to New Mexico</p> <p>Students will read <i>Blood and Thunder: An Epic of the American Southwest</i> by Hampton Sides</p> <p>Students will sequence the Revolt of 1837</p> <p>Students will create a cartoon strip concerning the argument and actions between Texas and New Mexico</p> <p style="text-align: center;"><b>The student will be able to:</b></p> <p>Sequence, understand, and identify key elements of New Mexico under Mexican Rule</p>	<p>Timeline</p> <p>Quadrant squares/Class discussion</p> <p>Reproducible</p> <p>Map/Notes</p> <p>Section book report project/rubric</p> <p>Timeline</p> <p>Rubric</p> <p>Unit test</p>	<p><i>A History of New Mexico</i> (textbook)</p> <p><i>A History of New Mexico</i> (textbook)</p> <p><i>A History of New Mexico</i> (textbook)</p> <p><i>A History of New Mexico</i> (textbook)</p> <p><i>Blood and Thunder: An Epic of the American Southwest</i> by Hampton Sides</p> <p><i>A History of New Mexico</i> (textbook)</p> <p><i>A History of New Mexico</i> (textbook) Student laptops newmexicohistory.org</p> <p>* Responders</p>

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<b>ESSENTIAL QUESTIONS: What was New Mexico like under Mexican rule? (continued)</b>					
<b>STRAND:</b> I History II Geography IV Economics		<b>BENCHMARK:</b> (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day. (II-E) Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict. (IV-C) Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world			
<b>STANDARD:</b> : (I) Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in N.M., U.S., and world history in order to understand the complexity of the human experience governments. (II) Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments. (IV) Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.					
<b>3<sup>rd</sup> 9 weeks</b>	<b>PERFORMANCE STANDARD</b> <i>(continued)</i>  <b>II.E.3.</b> Explain the accessibility of the New Mexico territory via the Santa Fe Trail and the railroad, conflicts with indigenous peoples, and the resulting development of New Mexico.  <b>IV.C.2.</b> Understand the interdependence of the economies of New Mexico, the U.S., and the world.	<b>CONCEPTS/SKILLS</b>  New Mexico is Home to Hispanic Culture  <b>Mexican Rule</b> <i>(cont.)</i>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS AND RESOURCES</b>

**Portales Municipal Schools  
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<b>ESSENTIAL QUESTIONS: Why did the Spanish want to settle New Mexico?</b>					
<b>STRAND:</b> I History II Geography		<b>BENCHMARK: (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day. (II-E) Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.</b>			
<b>STANDARD: (I) Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, U.S., and world history in order to understand the complexity of the human experience governments. (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.</b>					
3 <sup>rd</sup> 9 weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<p><b>IA.3.</b> Explain the significance of trails and trade routes within the region (e.g., Spanish Trail, Camino Real, Santa Fe Trail)</p> <p><b>IA.4.</b> Describe how important individuals, groups, and events impacted the development of New Mexico from 16<sup>th</sup> century to the present (e.g., Don Juan Onate, Don Diego Vargas, Pueblo Revolt, Pope, 1837 Revolt, 1848 Rebellion, treaty of Guadalupe Hidalgo, William Becknell and the Santa Fe Trail, Buffalo Soldiers, Lincoln County War, Navajo Long Walk, Theodore Roosevelt and the Rough riders, Robert Goddard, J. Robert Oppenheimer, Smoky Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta).</p> <p><b>IA.6.</b> Explain the impact of New Mexico on the development of the American West up to the present, to include: Availability of land, government land grants/treaties, transportation, identification and use of natural resources, population growth and economic concerns, cultural interactions among indigenous and arriving populations and the resulting changes.</p>	<p>New Mexico is Home to Hispanic Culture</p> <p style="text-align: center;"><b>Spanish Rule</b> <b>Mexican Rule</b></p> <p style="text-align: center;">I= Introduce R=Review and Extend M=Master</p>	<p>Students will understand the differences between Spanish and Mexican rule (e.g., philosophies, government, traditions, events, foreign policy etc.)</p> <p>Classes will research the Santa Fe trail and the Camino Real and create a brochure for one or the other advertising for its use.</p> <p>Students will understand vocabulary, key people, and events</p> <p>Students will understand the treatment of Native Americans by the Spanish Government and then the Mexican Government</p> <p>Students will create a Schaffer paragraph comparing and contrasting the treatment of Native Americans by the Spanish Government and then the Mexican Government</p> <p>Students will interview a partner as if they were a Native American in NM. Students will describe how life was different or the same under Spanish and Mexican rule.</p> <p>Students will read <i>Blood and Thunder</i> by Hampton Sides</p> <p style="text-align: center;"><b>The student will be able to:</b></p> <p>Distinguish between Spanish and Mexican rule in NM and identify the Santa Fe trail, Chihuahua Trail, and Camino Real</p>	<p>Comparison Matrix</p> <p>Project/Rubric</p> <p>Reproducible</p> <p>Note/Class discussion</p> <p>Schaffer paragraph</p> <p>Project/Rubric</p> <p>Section book report project/Rubric</p> <p>Unit test</p>	<p><i>A History of New Mexico</i> (textbook)</p> <p><i>A History of New Mexico</i> (textbook) Student laptops newmexicohistory.org</p> <p><i>A History of New Mexico</i> (textbook)</p> <p><i>A History of New Mexico</i> (textbook)</p> <p><i>A History of New Mexico</i> (textbook) Student laptops newmexicohistory.org</p> <p><i>A History of New Mexico</i> (textbook) Student laptops newmexicohistory.org</p> <p><i>Blood and Thunder</i> by Hampton Sides</p> <p>* Responders</p>

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<b>ESSENTIAL QUESTIONS: Why did the Spanish want to settle New Mexico? (continued)</b>					
<b>STRAND:</b> I History II Geography		<b>BENCHMARK:</b> (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day. (II-E) Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.			
<b>STANDARD:</b> (I) Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, U.S., and world history in order to understand the complexity of the human experience. (II) Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.					
<b>3<sup>rd</sup> 9 weeks</b>	<b>PEFORMANCE STANDARD (continued)</b>	<b>CONCEPTS/SKILLS</b>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS AND RESOURCES</b>
	<b>II.E.3.</b> Explain the accessibility of the New Mexico territory via the Santa Fe Trail and the railroad, conflicts with indigenous peoples, and the resulting development of New Mexico.	New Mexico is Home to Hispanic Culture  <b>Spanish Rule Mexican Rule</b> (cont.)			

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<b>ESSENTIAL QUESTIONS: What effect did Manifest Destiny have on Native Americans in the American West?</b>					
<b>STRAND:</b> I History II Economics		<b>BENCHMARK:</b> (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day. (I-B) Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in the U.S. (IV-B) Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.			
<b>STANDARD:</b> (I) Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, U.S., and world history in order to understand the complexity of the human experience. (IV) Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.					
4 <sup>th</sup> 9 weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<b>IA.4.</b> Describe how important individuals, groups, and events impacted the development of New Mexico from 16 <sup>th</sup> century to the present (e.g., Don Juan Onate, Don Diego Vargas, Pueblo Revolt, Pope, 1837 Revolt, 1848 Rebellion, treaty of Guadalupe Hidalgo, William Becknell and the Santa Fe Trail, Buffalo Soldiers, Lincoln County War, Navajo Long Walk, Theodore Roosevelt and the Rough riders, Robert Goddard, J. Robert Oppenheimer, Smoky Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta). <b>IA.6.</b> Explain the impact of New Mexico on the development of the American West up to the present, to include: Availability of land, government land grants/treaties, transportation, identification and use of natural resources, population growth and economic concerns, cultural interactions among indigenous and arriving populations and the resulting changes. <b>IB.1.</b> Analyze U.S. political policies on expansion of the U.S. into the Southwest. <b>IV.B.1.</b> Identify government activities that effect local, state, tribal, and national economics.	New Mexico Becomes a Territory of the United States.  <b>Becoming a Territory</b>	Students will understand the importance of the 1847 Rebellion during the Mexican-American War  Students will sequence the events that lead to New Mexico becoming a United States Territory  Students will identify the Mexican Cession, Gadsden Purchase, and other boundary changes up to 1863  Students will understand vocabulary, key people, and events  Students will sequence the causes and results of the Mexican-American War  Students will identify explain the border dispute between New Mexico and the United States  Students will read <i>Blood and Thunder</i> by Hampton Sides  <b>The student will be able to:</b>  Identify, sequence, and understand how New Mexico became a United States Territory and how it changed New Mexico	Class discussion/Notes  Timeline  Map  Reproducible  Timeline  Map/Schaffer paragraph  Section book report project/Rubric  Unit Test	<i>A History of New Mexico</i> (textbook)  <i>A History of New Mexico</i> (textbook)  <i>A History of New Mexico</i> (textbook)  <i>A History of New Mexico</i> (textbook)  <i>A History of New Mexico</i> (textbook)  <i>A History of New Mexico</i> (textbook)  <i>Blood and Thunder</i> by Hampton Sides  * Responders
		I= Introduce R=Review and Extend M=Master			

**Portales Municipal Schools  
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Grade 7**

<b>ESSENTIAL QUESTIONS: Why would the Union or Confederacy want New Mexico?</b>					
<b>STRAND:</b> I History		<b>BENCHMARK: (I-A)</b> Explore and explain how people and events have influenced the development of New Mexico up to the present day.			
<b>STANDARD: (I)</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, U.S., and world history in order to understand the complexity of the human experience.					
	Performance Standard	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
4 <sup>th</sup> 9 weeks	<p><b>IA.4.</b> Describe how important individuals, groups, and events impacted the development of New Mexico from 16<sup>th</sup> century to the present (e.g., Don Juan Onate, Don Diego Vargas, Pueblo Revolt, Pope, 1837 Revolt, 1848 Rebellion, treaty of Guadalupe Hidalgo, William Becknell and the Santa Fe Trail, Buffalo Soldiers, Lincoln County War, Navajo Long Walk, Theodore Roosevelt and the Rough riders, Robert Goddard, J. Robert Oppenheimer, Smoky Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta).</p>	<p>New Mexico Becomes a Territory of the United States.</p> <p style="text-align: center;"><b>The Civil War in New Mexico</b></p> <p style="text-align: center;">I= Introduce R=Review and Extend M=Master</p>	<p>Students will develop a list of supplies needed to supply an army that is hundreds of miles from their base. Resulting data will be used in class</p> <p>Students will identify the Union states and the Confederate states</p> <p>Students will sequence and identify the events during the Civil War concerning New Mexico</p> <p>Students will understand the importance of the Battle of Glorieta Pass</p> <p>Students will illustrate the Battle of Glorieta Pass</p> <p>Students will read <i>Blood and Thunder</i> by Hampton Sides</p> <p style="text-align: center;"><b>The student will be able to:</b></p> <p>Identify Civil War activities in New Mexico and the resulting difficulties faced by both armies.</p>	<p>Rubric/Class discussion</p> <p>Map</p> <p>Timeline/Map</p> <p>Notes</p> <p>Illustration</p> <p>Section book report project/Rubric</p> <p>Quiz</p>	<p><i>A History of New Mexico</i> (textbook)</p> <p><i>A History of New Mexico</i> (textbook)</p> <p><i>A History of New Mexico</i> (textbook)</p> <p><i>A History of New Mexico</i> (textbook)</p> <p><i>A History of New Mexico</i> (textbook)</p> <p><i>Blood and Thunder</i> by Hampton Sides</p> <p>* Responders</p>



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<b>ESSENTIAL QUESTIONS: How did the dispute quickly escalate into a war?</b>					
<b>STRAND: I History</b>		<b>BENCHMARK: (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day.</b>			
<b>STANDARD: (I) Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, U.S., and world history in order to understand the complexity of the human experience.</b>					
	<b>Performance Standard</b>	<b>CONCEPTS/SKILLS</b>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS AND RESOURCES</b>
4 <sup>th</sup> 9 weeks	<p><b>IA.4.</b> Describe how important individuals, groups, and events impacted the development of New Mexico from 16<sup>th</sup> century to the present (e.g., Don Juan Onate, Don Diego Vargas, Pueblo Revolt, Pope, 1837 Revolt, 1848 Rebellion, treaty of Guadalupe Hidalgo, William Becknell and the Santa Fe Trail, Buffalo Soldiers, Lincoln County War, Navajo Long Walk, Theodore Roosevelt and the Rough riders, Robert Goddard, J. Robert Oppenheimer, Smoky Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta).</p>	<p>New Mexico Becomes a Territory of the United States.</p> <p style="text-align: center;"><b>The Lincoln County War</b></p> <p style="text-align: center;">I= Introduce R=Review and Extend M=Master</p>	<p>Students will sequence the events of the Lincoln County War</p> <p>Students will understand the events of the Lincoln County War</p> <p>Students will research the Lincoln County War and write a Schaffer paragraph describing the conflict from the point of view of Billy the Kid.</p> <p style="text-align: center;"><b>The student will be able to:</b></p> <p>Sequence and understand the events of the Lincoln County War</p>	<p>Timeline</p> <p>Class discussion/Notes</p> <p>Schaffer Paragraph</p> <p>Quiz</p>	<p><i>A History of New Mexico</i> (textbook)</p> <p><i>A History of New Mexico</i> (textbook)</p> <p><i>A History of New Mexico</i> (textbook) Student laptops newmexicohistory.org</p> <p>* Responders</p>

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<b>ESSENTIAL QUESTIONS: How did life improve for citizens of New Mexico under U.S. rule?</b>					
<b>STRAND:</b> I History II Geography		<b>BENCHMARK: (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day.</b> (II-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. (II-E) Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.			
<b>STANDARD: (I) Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, U.S., and world history in order to understand the complexity of the human experience.</b> (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.					
4 t h 9 w e e k s	Performance Standard	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<b>II.A.6.</b> Explain the impact of New Mexico on the development of the American West up to the present, to include: Availability of land, government land grants/treaties, transportation, identification and use of natural resources, population growth and economic concerns, cultural interactions among indigenous and arriving populations and the resulting changes. <b>II.A.2.</b> Describe factors effecting location of human activities, including land use patterns in urban, suburban, and rural areas. <b>II.E.3.</b> Explain the accessibility of the New Mexico territory via the Santa Fe Trail and the railroad, conflicts with indigenous peoples, and the resulting development of New Mexico.	New Mexico Becomes a Territory of the United States.  <b>Railroads</b>	Students will compare New Mexico's isolation before the railroad to its economic boom post-railroad.  Students will identify railroads in New Mexico	Comparison Matrix  Map  Quiz	<i>A History of New Mexico</i> (textbook)  <i>A History of New Mexico</i> (textbook)  * Responders
		I= Introduce R=Review and Extend M=Master	<b>The student will be able to:</b>  Explain how the railroad affected the development of New Mexico.		

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<b>ESSENTIAL QUESTIONS: How did the Rough Riders pave the way to statehood?</b>					
<b>STRAND: I History</b>		<b>BENCHMARK: (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day.</b>			
<b>STANDARD: (I) Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, U.S., and world history in order to understand the complexity of the human experience.</b>					
4 <sup>th</sup> 9 weeks	<b>Performance Standard</b>	<b>CONCEPTS/SKILLS</b>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS AND RESOURCES</b>
	<b>IA.4.</b> Describe how important individuals, groups, and events impacted the development of New Mexico from 16 <sup>th</sup> century to the present (e.g., Don Juan Onate, Don Diego Vargas, Pueblo Revolt, Pope, 1837 Revolt, 1848 Rebellion, treaty of Guadalupe Hidalgo, William Becknell and the Santa Fe Trail, Buffalo Soldiers, Lincoln County War, Navajo Long Walk, Theodore Roosevelt and the Rough riders, Robert Goddard, J. Robert Oppenheimer, Smoky Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta).	New Mexico Becomes a Territory of the United States.  <b>Spanish-American War and the Rough Riders</b>   I= Introduce R=Review and Extend M=Master	Students will sequence events of the Spanish-American War concerning New Mexico  Students will complete a letter to the Senate of that time arguing in favor of statehood based on New Mexico's involvement in the Spanish-American War as part of the Rough Riders  Students will research the Rough Riders   <p style="text-align: center;"><b>The student will be able to:</b></p> Sequence and understand the events of the Spanish-American War and the importance of the Rough Riders	Timeline   Letter   WebQuest      Quiz	<i>A History of New Mexico</i> (textbook)   <i>A History of New Mexico</i> (textbook)   Student laptops    * Responders

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<b>ESSENTIAL QUESTIONS: How can a flu kill more people than a war?</b>					
<b>STRAND:</b> I History		<b>BENCHMARK: (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day.</b>			
<b>STANDARD: (I) Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, U.S., and world history in order to understand the complexity of the human experience.</b>					
	<b>Performance Standard</b>	<b>CONCEPTS/SKILLS</b>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS AND RESOURCES</b>
4 <sup>th</sup> 9 weeks	<b>IA.4.</b> Describe how important individuals, groups, and events impacted the development of New Mexico from 16 <sup>th</sup> century to the present (e.g., Don Juan Onate, Don Diego Vargas, Pueblo Revolt, Pope, 1837 Revolt, 1848 Rebellion, treaty of Guadalupe Hidalgo, William Becknell and the Santa Fe Trail, Buffalo Soldiers, Lincoln County War, Navajo Long Walk, Theodore Roosevelt and the Rough riders, Robert Goddard, J. Robert Oppenheimer, Smoky Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta).	New Mexico as a State  <b>Pancho Villa, WWI, and the Spanish Flu</b>          <b>I= Introduce</b> <b>R=Review and Extend</b> <b>M=Master</b>	Students will research Pancho Villa and present whether or not he was hero or a villain  Students will understand New Mexico's role in WWI  Students will understand the effects the Spanish Flu had on the world as well as in New Mexico  <p style="text-align: center;"><b>The student will be able to:</b></p> Students will form an educated opinion of Pancho Villa and understand New Mexico's role during WWI and how the Spanish Flu affected New Mexico	PowerPoint presentation/Rubric  Class discussion/Notes  Journal  Quiz	<i>A History of New Mexico</i> (textbook) Student laptops Internet  <i>A History of New Mexico</i> (textbook)  <i>A History of New Mexico</i> (textbook) Student laptops Internet  * Responders

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<b>ESSENTIAL QUESTIONS: How did the Great Depression affect New Mexico?</b>					
<b>STRAND:</b> I History		<b>BENCHMARK: (I-A)</b> Explore and explain how people and events have influenced the development of New Mexico up to the present day.			
<b>STANDARD: (I)</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, U.S., and world history in order to understand the complexity of the human experience.					
4 <sup>th</sup> 9 weeks	Performance Standard	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<b>IA.4.</b> Describe how important individuals, groups, and events impacted the development of New Mexico from 16 <sup>th</sup> century to the present (e.g., Don Juan Onate, Don Diego Vargas, Pueblo Revolt, Pope, 1837 Revolt, 1848 Rebellion, treaty of Guadalupe Hidalgo, William Becknell and the Santa Fe Trail, Buffalo Soldiers, Lincoln County War, Navajo Long Walk, Theodore Roosevelt and the Rough riders, Robert Goddard, J. Robert Oppenheimer, Smoky Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta).	New Mexico as a State  <b>The Great Depression/Dust Bowl</b>   I= Introduce R=Review and Extend M=Master	Students will sequence events during the Great Depression  Students will view a film about the Great Depression  Students will research how the New Deal affected New Mexico   <p style="text-align: center;"><b>The student will be able to:</b></p> Sequence and understand the Great Depression as well as how it affected New Mexico	Timeline  Notes/Journal  WebQuest   Quiz	<i>A History of New Mexico</i> (textbook)  "Grapes of Wrath"  <i>A History of New Mexico</i> (textbook) Student laptops   * Responders

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<b>ESSENTIAL QUESTIONS: How involved were New Mexicans during WWII?</b>					
<b>STRAND:</b> I History		<b>BENCHMARK: (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day.</b>			
<b>STANDARD: (I) Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, U.S., and world history in order to understand the complexity of the human experience.</b>					
4 <sup>th</sup> 9 weeks	<b>Performance Standard</b>	<b>CONCEPTS/SKILLS</b>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS AND RESOURCES</b>
	<b>IA.4.</b> Describe how important individuals, groups, and events impacted the development of New Mexico from 16 <sup>th</sup> century to the present (e.g., Don Juan Onate, Don Diego Vargas, Pueblo Revolt, Pope, 1837 Revolt, 1848 Rebellion, treaty of Guadalupe Hidalgo, William Becknell and the Santa Fe Trail, Buffalo Soldiers, Lincoln County War, Navajo Long Walk, Theodore Roosevelt and the Rough riders, Robert Goddard, J. Robert Oppenheimer, Smoky Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta).	New Mexico as a State  <b>WWII</b>   I= Introduce R=Review and Extend M=Master	Students will sequence the events of WWII concerning New Mexico  Students will sequence and understand the effects of the Bataan Death march  Students will research the Navajo Code Talkers  <p style="text-align: center;"><b>The student will be able to:</b></p> Sequence and understand the effects of WWII, the Bataan Death March, and the Navajo Code Talkers	Timeline  Timeline/Notes  PowerPoint presentation/Rubric  Quiz	<i>A History of New Mexico</i> (textbook)  <i>A History of New Mexico</i> (textbook)  <i>A History of New Mexico</i> (textbook) Student laptops  * Responders

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<b>ESSENTIAL QUESTIONS: What is New Mexico like today?</b>					
<b>STRAND:</b> I History III Civics and Economics		<b>BENCHMARK: (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day</b> (I-D) Research people and events from a variety of perspectives. (III-A) Understand the structure, functions, and powers of government (local, state, tribal, and national). (III-B) Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.			
<b>STANDARD: (I) Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, U.S., and world history in order to understand the complexity of the human experience.</b> (III) Students understand the ideas, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the U.S. with particular emphasis on the U.S. and NM constitutions and how governments function at local, state, tribal, and national levels					
4 <sup>th</sup> 9 weeks	Performance Standard	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<b>IA.4.</b> Describe how important individuals, groups, and events impacted the development of NM from 16 <sup>th</sup> century to the present (e.g., Don Juan Onate, Don Diego Vargas, Pueblo Revolt, Pope, 1837 Revolt, 1848 Rebellion, treaty of Guadalupe Hidalgo, William Becknell and the Santa Fe Trail, Buffalo Soldiers, Lincoln County War, Navajo Long Walk, Theodore Roosevelt and the Rough riders, Robert Goddard, J. Robert Oppenheimer, Smoky Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta). <b>ID.1.</b> Analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions. <b>III.A.1.</b> Explain the structure and functions of New Mexico’s state government as expressed in the NM Constitution, to include: Roles and methods of initiative, referendum, and the recall process, function of multiple executive offices, election process (e.g., primaries and general elections), criminal justice system (e.g., juvenile justice).	New Mexico as a State  <b style="color: red;">New Mexico Today</b>	Students will create brochures for each branch of New Mexico government (heads of each branch, functions, current members, trivia)  Students will create a chart showing the different economic fields in New Mexico. This chart will also include a map showing industrial, agricultural, and technological areas of the state.  Students will create a collage that displays various official and unofficial state symbols, languages, cultures, people etc.  <p style="text-align: center;"><b>The student will be able to:</b></p> Recognize the three branches of government and their functions as well as economic and state symbols	Project/Rubric  Chart  Collage/Rubric  Quiz	<i>A History of New Mexico</i> (textbook)  <i>A History of New Mexico</i> (textbook)  <i>A History of New Mexico</i> (textbook) Student laptops  * Responders
		I= Introduce R=Review and Extend M=Master			

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<b>ESSENTIAL QUESTIONS: What is New Mexico like today? (continued)</b>					
<b>STRAND:</b> I History III Civics and Economics		<b>BENCHMARK:</b> (I-A) Explore and explain how people and events have influenced the development of New Mexico up to the present day (I-D) Research people and events from a variety of perspectives. (III-A) Understand the structure, functions, and powers of government (local, state, tribal, and national). (III-B) Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.			
<b>STANDARD:</b> (I) Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, U.S., and world history in order to understand the complexity of the human experience. (III) Students understand the ideas, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the U.S. with particular emphasis on the U.S. and NM constitutions and how governments function at local, state, tribal, and national levels					
4 <sup>th</sup> 9 weeks	<b>Performance Standard (continued)</b>	<b>CONCEPTS/SKILLS</b>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS AND RESOURCES</b>
	<b>III.A.2.</b> Explain the roles and relationships of different levels of the legislative process, to include: Structure of NM legislative process (e.g., number of districts, student’s legislative district, representatives and senators of the student’s district). The structure of the NM legislature and leaders <b>III-B-4.</b> Identify official and unofficial public symbols of various cultures and describe how they are or are not exemplary of enduring elements in those cultures.	New Mexico as a State  <b>New Mexico Today</b> <i>(cont.)</i>			