

**Jemez Valley Public Schools**  
**SEVENTH GRADE SOCIAL STUDIES • CONTENT MAP**

Quadrant I	Quadrant II	Quadrant III	Quadrant IV
Strand 1: History			
Standard: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico.			
<p>Describe the civilizations of the Western Hemisphere (Mogollon, Anasazi, Aztecs, Mayas, Toltecs, Mound Builders) including: (a) effects on world economies and trade, (b) roles of people, class structures, language; (c) religious traditions and forms of government, (d) cultural and scientific contributions (advances in astronomy, mathematics, agriculture, architecture, artistic and oral traditions, development of writing systems, calendars). Describe the characteristics of indigenous people that affected New Mexico's development (Pueblo farmers, Apaches, Navajos and noting their development of tools, trading routes, adaptation to environments, social structure, domestication of plants and animals).</p> <p>Explain how New Mexicans have adapted to their physical environments to meet their needs over time (living in the desert, water resources, pueblo structure, use of natural resources) (year long).</p>	<p>Explain the significance of trails and trade routes (Spanish Trail, Camino Real, Santa Fe Trail) (through December).</p> <p>Describe how important individuals, groups and events impacted the development of the nation and New Mexico (The Spanish Exploration, Christopher Columbus, Juan Ponce de Leon, Fernando Cortes, Cabeza de Vaca, Fray Marcos, Cibola, Vasquez de Coronado, Fray Augustin, Don Juan de Onate, Don Diego de Vargas, the Missionary Period, the Pueblo Revolt, Pope, 1837 revolt, 1848 rebellion).</p> <p>Explain the cultural interactions among indigenous and the arriving populations and the resulting changes.</p> <p>Explain the influence of Spain on the western hemisphere from colonization to the present (through December).</p> <p>Describe how important individuals, groups and events impacted the development of New Mexico (New Mexico under Spanish rule, De Vargas and the reconquest, Spanish resettlement, French traders, Indian raids, Land Grants, daily living, religion, education, medicine, etc.).</p> <p>Explain the impact of New Mexico on the development of the American west (interaction among indigenous and arriving populations, availability of land, land grants, treaties, use of resources).</p> <p>Demonstrate the ability to examine history from the perspectives of the participants.</p>	<p>Describe how important individuals, groups and events impacted the development of New Mexico (New Mexico under Mexican rule, the Santa Fe Trade, the Santa Fe Trail, the fur trade, the government, the church, the Revolt of 1837).</p> <p>Analyze United States political policies on expansion of the United States into the southwest (Mexican Cession, Gadsden Purchase, the Treaty of Guadalupe Hidalgo, The Kearny Code, New Mexico as a United States territory, U.S. rule and the Taos Rebellion, broken treaties, the Compromise of 1850, forts, stagecoaches, railroad, Harvey Girls).</p> <p>Describe how important individuals, groups and events impacted the development of New Mexico (the Civil War, the Battle of Valverde, the Battle of Glorieta Pass, the Buffalo Soldiers).</p>	<p>Analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions.</p> <p>Describe how important individuals, groups and events impacted the development of New Mexico (The Navajo Long Walk, Bosque Redondo, the last of the Indian Wars, Geronimo, the Lincoln County War, the transcontinental).</p>

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Strand II: Geography			
Standard: 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.			
<p>Recognize geographic questions and understand how to plan and execute an inquiry to answer them.</p> <p>Interpret and analyze geographic information obtained from a variety of sources (graphs, charts, maps, tables, interviews, etc.).</p> <p>Select and explore a region by its distinguishing characteristics.</p> <p>Explain how physical processes influence the formation and location of resources.</p> <p>Explain how differing perceptions of places, people, and resources have affected events and conditions in the past.</p> <p>Explain a contemporary issue using geographic knowledge, tools and perspectives.</p> <p>Explain how and why regions change using global examples.</p> <p>Describe ways that mental maps reflect attitudes about places.</p> <p>Use data to interpret changing patterns of air, water, plants and animals. Explain how ecosystems influence settlements and societies.</p>	<p>Describe geographically based pathways of inter-regional interaction (Camino Real, waterways).</p>	<p>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.</p> <p>Analyze New Mexico settlement patterns and their impact on current issues.</p>	<p>Describe and evaluate the use and distribution of resources and their impact on countries throughout the world.</p>

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Strand III: Civics and Government Standard: 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.			
			Identify official and unofficial public symbols of various cultures and describe how they are/are not examples of enduring elements of those cultures.  Compare and contrast New Mexico's entry into the United States with that of the original 13 colonies.

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Strand IV: Economics Standard: 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.			
			Explain the relationship of New Mexico with tribal governments regarding compact issues.  Explain why cooperation can yield higher benefits.  Explain how economic and intrinsic incentives influence how individuals, households, businesses, governments and societies allocate and use their scarce resources.  Identify governmental activities that affect local, state, tribal and national economies.  Analyze the impact of taxing and spending decisions upon individuals, organizations, businesses and government entities.