

## Social Studies Curriculum

### Seventh Grade

#### “World History and Geography: Medieval Ages - Renaissance” “New Mexico Colonization – 1900”

By the end of seventh grade students will appreciate and understand the importance, impact and process of the development of New Mexico. The focus will be on the integration of Spanish, Native American and American people and cultures. Students will expand their knowledge of New Mexico’s government, culture, geography, key issues and figures in New Mexico’s colonization period through the twentieth century. Students will also begin a study of the vast and influential time of the European Medieval Ages through the Renaissance. They will analyze and evaluate the important government, geographical, religious, artistic and technological advancements, key figures and events which left lasting legacies.

**Archdiocese of Santa Fe Standard 1:**

**History:**

**Students are able to identify important people and events; understand trends and movements; as well as analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States and world history. Students will evaluate historic and current events in the context of Catholic Social Principles and recognize the role of the Church in human history.**

**Critical for Mastery in Grade 7**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICIES</b>
<b>A. New Mexico:</b>		
1. Discuss present Native American inhabitants (i.e. Pueblo, Navajo, Apache, Comanche and Hopi nations).	<ul style="list-style-type: none"> <li>• Create a culture study.</li> </ul>	
2. Assess the interaction between Spanish, American, and Native American cultures.	<ul style="list-style-type: none"> <li>• Design a bulletin board in groups explaining and identifying the impacts of each on New Mexico.</li> </ul>	
3. Identify the major reasons for Spain’s	<ul style="list-style-type: none"> <li>• Have students create a short answer</li> </ul>	

expansions into the New World.	question test to give to the class on the major reasons for expansion.	
4. Discuss life in colonial, Mexican and territorial periods.	<ul style="list-style-type: none"> <li>• Create a first person narrative of life in each time period.</li> </ul>	
5. Discuss the events that led up to New Mexico Statehood.	<ul style="list-style-type: none"> <li>• Create a statehood timeline.</li> </ul>	
<b>B. World History:</b>		
1. Explain the diffusion of the Roman empire and its effects on European society.	<ul style="list-style-type: none"> <li>• Create a map and flowchart visually illustrating the spread of the Roman empire.</li> </ul>	
2. Discuss the structure of feudalism in Medieval Europe.	<ul style="list-style-type: none"> <li>• Create a poster of the social pyramid with an explanation for each part of feudal society.</li> </ul>	
3. Discuss the causes and effects of the religious Crusades especially on Christian, Muslim and Jewish religions in Europe.	<ul style="list-style-type: none"> <li>• Create a cause and effect chart.</li> </ul>	
4. Describe the effects of the Bubonic plague on the global population in the 1300's.	<ul style="list-style-type: none"> <li>• Create a case study of different cities affected by the plague.</li> </ul>	
5. Assess the importance and significance of the Renaissance including changes and advancements in science, the arts, government and culture (i.e., engineering, inventions, understanding of human anatomy, and astronomy).	<ul style="list-style-type: none"> <li>• In groups, students will do a study on a Renaissance field and how it influenced the same fields in modern day. They will present to the class using a visual aide or PowerPoint.</li> </ul>	

**Archdiocese of Santa Fe Standard 2:**

**People in Societies, Cultural Diversity and Catholic Identity:**

**Students are able to explore, describe, compare and contrast the diverse nature of various cultures as reflected through their literature, language, arts, traditions, beliefs, values and behaviors. Students will describe, compare and contrast similarities and differences in the ways groups, societies, cultures and the Catholic Church address similar human needs and concerns while developing a respect for the dignity of human life.**

### Critical for Mastery in Grade 7

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICIES</b>
<b>A. New Mexico:</b>		
1. Analyze the critical role of the Catholic Church in shaping New Mexico history including the interaction between missions and pueblos.	<ul style="list-style-type: none"> <li>Write a comparative essay on the positive and negative effects of the integration of missions.</li> </ul>	
2. Identify key events and people in the history of New Mexico (i.e., Hernando Cortez, Francisco Vasquez de Coronado, Don Juan de Onate, Don Diego de Vargas, Don Pedro de Peralta, Pueblo Revolt, Popé, 1837 revolt, 1848 rebellion, Treaty of Guadalupe Hidalgo, William Becknell and the Santa Fe Trail, buffalo soldiers, Lincoln County War, Billy the Kid, Charles Bent, Stephen Kearny, and other key figures and events in New Mexican history).	<ul style="list-style-type: none"> <li>Create a report card for key figures and assess their achievements, influence on others (positive or negative), and lasting impacts.</li> </ul>	
<b>B. World History:</b>		
1. Identify the importance of the Catholic Church in shaping European society including the conflict and cooperation between the Papacy and European Monarchs.	<ul style="list-style-type: none"> <li>In groups create a story board displaying examples of the conflict and cooperation including the outcomes of each.</li> </ul>	
2. Identify key people and their impact on European society (i.e., Charlemagne, William the Conquer, Henry II, King John, Francis of Assisi, Thomas Aquinas, Joan of Arc, Queen Isabella, King Ferdinand, Dante, Leonardo da Vinci, Michelangelo, Guttenberg, Shakespeare, Martin Luther, John Calvin).	<ul style="list-style-type: none"> <li>Write a research paper on a key figure and present findings in a PowerPoint to the class.</li> </ul>	

**Archdiocese of Santa Fe Standard 3:**

**Geography:**

Students are able to use a variety of geographic tools in order to locate and distinguish among varying landforms and geographic features; and use maps of cities, regions, states, countries and the world to demonstrate understanding of relative location, direction, size and shape. Students will 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.

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<b>A. New Mexico:</b>		
1. Recognize the important trade routes (i.e., Camino Real, Santa Fe Trail).	<ul style="list-style-type: none"> <li>• Create a shopping list for what traders needed to purchase and sell on each route.</li> </ul>	
2. Identify and locate on a map New Mexico, capital, counties, major cities, major landforms and waterways.	<ul style="list-style-type: none"> <li>• Draw, label and color on a map using a worksheet, web quest or smart board.</li> </ul>	
3. Compare and contrast major geographic regions.	<ul style="list-style-type: none"> <li>• Make a chart of each region.</li> </ul>	
4. Analyze the importance of major landforms, resources, climate and waterways in settlement patterns, and cultural and economic development.	<ul style="list-style-type: none"> <li>• Draw, create and label on a map and assess the impact of each landform on the area and on the settlement in short answer questions.</li> </ul>	
<b>B. World History:</b>		
1. Identify and locate on a map continents, hemispheres, and oceans.	<ul style="list-style-type: none"> <li>• Draw, label and color on a map using a worksheet, web quest or smart board.</li> </ul>	
2. Identify and locate on a map major countries and regions.	<ul style="list-style-type: none"> <li>• Draw, label and color on a map using a worksheet, web quest or smart board.</li> </ul>	
3. Identify, locate and recognize the importance of major landforms.	<ul style="list-style-type: none"> <li>• Draw, label and color on a map using a worksheet, web quest or smart board.</li> <li>• Discuss the importance of major land forms in a whole group.</li> </ul>	
4. Locate the major trade routes (i.e., silk road, sea routes, ocean passages).	<ul style="list-style-type: none"> <li>• Create a tourism brochure detailing each route.</li> </ul>	

**Archdiocese of Santa Fe Standard 4:**

**Economics:**

Students are able to understand and explain 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. They can explain and demonstrate financial literacy about the role of money in everyday life and use economic reasoning and Catholic Social Teaching to compare and contrast different economic systems and how they interact from an historical and current point of view.

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<b>A. New Mexico:</b>		
1. Discuss the importance of major trade routes and their effect on the economy.	<ul style="list-style-type: none"> <li>• Use a line graph to show the growth of trade and discuss results as a whole group.</li> </ul>	
2. Discuss the importance of the cattle industry, agriculture, mining and railroads in relation to the growth of New Mexico.	<ul style="list-style-type: none"> <li>• Create a job description and newspaper advertisement attempting to bring more settlers to New Mexico.</li> </ul>	
<b>B. World History:</b>		
1. Explain how labor specialization, regional commerce and trade lead to growth of towns and cities and how it related to city governments.	<ul style="list-style-type: none"> <li>• Chart the specific jobs and commerce to compare to growth in towns and cities.</li> </ul>	
2. Identify the importance of the re-opening of the “silk road” between Europe and China (including Marco Polo’s travels and their locations).	<ul style="list-style-type: none"> <li>• Small and whole group discussion on the importance and impact.</li> </ul>	

**Archdiocese of Santa Fe Standard 5:**

**Government, Civics and Citizenship:**

Students are able to identify the ideals, rights and responsibilities of citizenship; explain government and its role and responsibilities to society; identify and distinguish various forms of government; examine historical documents and the impact they had on the development of government particularly the United States and New Mexico; and describe how government functions at local, state, tribal and national levels. Students will analyze the causes, consequences, and possible solutions to persistent, contemporary and emerging city, state, national and world problems in light of Catholic Social Teaching.

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<b>A. New Mexico History:</b>		
1. Compare and contrast Colonial Spanish, Mexican, and Territorial governments.	<ul style="list-style-type: none"> <li>• Chart all areas of government in each category.</li> </ul>	
<b>B. World History:</b>		
1. Distinguish between types of government and identify the basic features and modern examples of each type (i.e., democratic, socialist, monarchy, totalitarian, oligarchy, communist, dictatorship, and federalist).	<ul style="list-style-type: none"> <li>• Research the types of government and find a modern example of each to present to the class.</li> </ul>	

**Archdiocese of Santa Fe Standard 6:**

**Social Studies Skills, Methods and Technology:**

Students are able to effectively use critical thinking, research, communication and technology to obtain and use information from oral, visual, print, and electronic sources, both primary and secondary. They can evaluate the reliability and credibility of sources, both fact and opinion; organize and interpret information and communicate orally, visually and in writing; and analyze and synthesize information in order to draw conclusions and to make inferences and predictions. Students will apply the teachings of the Catholic Church as they evaluate the quality and effectiveness of sources of information and effectively share, exchange, explore and question facts and opinions. Knowledge and use of Social Studies skills, methods and technology are integrated throughout the curriculum.

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1. Read maps, diagrams, charts, timelines, etc.	<ul style="list-style-type: none"> <li>Refer to Assessments/Strategies for Standard 3.</li> </ul>	
2. Utilize research skills.	<ul style="list-style-type: none"> <li>Research projects.</li> </ul>	
3. Distinguish between primary and secondary resources.	<ul style="list-style-type: none"> <li>Prepare a class presentation using both primary and secondary sources.</li> </ul>	
4. Differentiate between reliable and unreliable sources.	<ul style="list-style-type: none"> <li>Using presentations in #3 indicate perceived reliability of sources.</li> </ul>	
5. Relate history to current events.	<ul style="list-style-type: none"> <li>Refer to Assessments/Strategies for A #2.</li> </ul>	
6. Understand cause and effect.	<ul style="list-style-type: none"> <li>Relate skill to understanding historical events.</li> </ul>	
7. Apply chronological thinking.	<ul style="list-style-type: none"> <li>Students construct timeline of events leading to New Mexico statehood.</li> </ul>	
8. Employ fundamental social studies vocabulary.	<ul style="list-style-type: none"> <li>Create a classroom Social Studies vocabulary chart.</li> </ul>	
9. Take notes.	<ul style="list-style-type: none"> <li>Students apply skills daily.</li> </ul>	
10. Outline.	<ul style="list-style-type: none"> <li>Students apply skills daily.</li> </ul>	
11. Understand and debate issues in social studies.	<ul style="list-style-type: none"> <li>Refer to Assessments/Strategies for Standard 2 #1.</li> </ul>	