

This document provides suggested identification of Essential Standards for [7th Grade New Mexico State Standards for Social Studies](#).

Essential - standards that should be mastered

Very Important - standards that should be included, but may or may not be mastered

Important - should be introduced to students who have mastered Essential and Very Important standards

Strand and Benchmark	Identification of Essential Standards
<p>Strand : 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. Students will:</p>	
<ul style="list-style-type: none"> • <i>5-8 Benchmark 1-A. New Mexico:</i> explore and explain how people and events have influenced the development of New Mexico up to the present day: 	<p>2. describe the characteristics of other indigenous peoples that had an effect upon New Mexico's development (e.g., pueblo farmers, great plains horse culture, nomadic bands, etc. - noting their development of tools, trading routes, adaptation to environments, social structure, domestication of plants and animals);</p> <p>3. explain the significance of trails and trade routes within the region (e.g., Spanish trail, Camino Real, Santa Fe trail);</p> <p>5. explain how New Mexicans have adapted to their physical environments to meet their needs over time (e.g., living in the desert, control over water resources, pueblo structure, highway system, use of natural resources); and</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 (e.g., individual, government, railroad, tribal, etc.); government land grants/treaties; transportation (e.g., wagons, railroads, automobile); identification and use of natural and human resources; population growth and economic patterns; and cultural interactions</p>

	among indigenous and arriving populations and the resulting changes.
<ul style="list-style-type: none"> 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: 	1. analyze United States political policies on expansion of the United States into the southwest (e.g., Mexican cession, Gadsden purchase, broken treaties, long walk of the Navajos).
5-8 Benchmark 1-C. World: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration:	1. compare and contrast the influence of Spain on the western hemisphere from colonization to the present.
5-8 Benchmark 1-D. Skills: research historical events and people from a variety of perspectives:	demonstrate the ability to examine history from the perspectives of the participants;
<p>STRAND : 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. Students will:</p>	
<ul style="list-style-type: none"> 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: 	4. describe how important individuals, groups and events impacted the development of New Mexico from 16th century to the present (e.g., Don Juan de Oñate, Don Diego de Vargas, pueblo revolt, Popé, 1837 revolt, 1848 rebellion, treaty of Guadalupe Hildago, William Becknell and the Santa Fe trail, buffalo soldiers, Lincoln county war, Navajo long walk, Theodore Roosevelt and the rough riders, Robert Goddard, J. Robert Oppenheimer, Smokey Bear, Dennis Chavez, Manuel Lujan, Manhattan project, Harrison Schmitt, Albuquerque international balloon fiesta)
<p>STRAND : Geography Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live,</p>	

<p>and how societies interact with one another and their environments. Students will</p>	
<ul style="list-style-type: none"> 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: foundation for the American revolution and the United States government: 	<p>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.</p>
<p>STRAND : 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. Students will:</p>	
<ul style="list-style-type: none"> 5-8 Benchmark 3-A: demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national): 	<p>3. compare the structure and functions of the New Mexico legislature with that of the state's tribal governments (e.g., pueblo Indian council; Navajo, Apache and Hopi nations).</p>
<ul style="list-style-type: none"> 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: 	<p>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.</p>
<p>STRAND : Strand: 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. Students will:</p>	
<ul style="list-style-type: none"> 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 	<p>2. explain why cooperation can yield higher benefits.</p>

<p>and use of scarce resources, and that their choices involve costs and varying ways of allocating:</p>	
<ul style="list-style-type: none"> 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: governments function at local, state, tribal, and national levels. Students will: 	<p>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</p>
<p>STRAND: 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. Students will</p>	
<ul style="list-style-type: none"> 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: 	<p>2. describe factors affecting location of human activities, including land-use patterns in urban, suburban and rural areas.</p>
<ul style="list-style-type: none"> 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: 	<p>2. describe the role of technology in shaping the characteristics of places;</p>
<p>Strand : 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. Students will:</p>	
<ul style="list-style-type: none"> 5-8 Benchmark 3-A: demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national): 	<p>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</p>

	<p>and recall processes; b. function of multiple executive offices; c. election process (e.g., primaries and general elections); d. criminal justice system (e.g., juvenile justice);</p> <p>2. explain the roles and relationships of different levels of the legislative process, to include: a. structure of New Mexico legislative districts (e.g., number of districts, students' legislative districts, representatives and senators of the students' districts); b. the structure of the New Mexico legislature and leaders of the legislature during the current session (e.g., bicameral, house of representatives and senate, speaker of the house of representatives, senate pro tem)</p>
<p>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:</p>	<p>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.</p>
<p>STRAND : 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. Students will:</p>	
<p>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:</p>	<p>1. explain how economic and intrinsic incentives influence how individuals, households, businesses, governments and societies allocate and use their scarce resources</p>
<ul style="list-style-type: none"> • <i>5-8 Benchmark 4-C:</i> describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world: 	<p>3. understand the factors that currently limit New Mexico from becoming an urban state, including: the availability and allocation of water, and the extent to which New Mexico relies upon traditional economic forms (e.g., the acequia systems, localized agricultural markets);</p>

