**NACA Yearlong UbD for 7th grade Humanities 2015-2016**

**UbD Curriculum Template 2.0  
Designer: Dorothy Sando  
Date: 7/31/15**

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| **Stage 1 Desired Results** | | | |
| **Directions:** Choose multiple CCSS (or other standards), copy and paste them here, and unpack them for big ideas and assessment verbs by highlighting.  **Common Core State Standards (**[**www.corestandards.org**](http://www.corestandards.org)**), Next Generation Science Standards (**[**http://www.nextgenscience.org**](http://www.nextgenscience.org)**), Indigenous Standards (found in Course Sites).**  **Unit 1: Origins**  **History:**  **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:**  **1. compare and contrast the contributions of the civilizations of the western hemisphere (e.g., Aztecs, Mayas, Toltecs, mound builders) with the early civilizations of the eastern hemisphere (e.g., Sumerians, Babylonians, Hebrews, Egyptians) and their impact upon societies**  **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);**  **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)**  **Geography:**  **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.**  **1. select and explore a region by its distinguishing characteristics;**  **2. describe the role of technology in shaping the characteristics of places;**  **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.**  **5-8 Benchmark 2-C: understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes:**  **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 (e.g., maps, directly witnessed and surveillanced photographic and digital data, personal documents and interviews, symbolic representations - graphs, charts, diagrams, tables, etc.);**  **5-8 Benchmark 2-D: explain how physical processes shape the earth’s surface patterns and biosystems:**  **1. explain how physical processes influence the formation and location of resources;**  **4. explain how ecosystems influence settlements and societies**  **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:**  **1. analyze New Mexico settlement patterns and their impact on current issues;**  **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 resourcing development of New Mexico.**  **2. describe how environmental events (e.g., hurricanes, tornados, floods) affect human activities and resources**  **Civics & Government:**  **5-8 Benchmark 3-A: demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national)**  **Economics:**  **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:**  **2. explain why cooperation can yield higher benefits.**  **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:**  **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;**  **ELA:**  [**CCSS.ELA-LITERACY.W.7.1**](http://www.corestandards.org/ELA-Literacy/W/7/1/)  **Write arguments to support claims with clear reasons and relevant evidence.**  [**CCSS.ELA-LITERACY.W.7.3**](http://www.corestandards.org/ELA-Literacy/W/7/3/)  **Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**  [**CCSS.ELA-LITERACY.W.7.10**](http://www.corestandards.org/ELA-Literacy/W/7/10/)  **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**  **Unit 2: Perspective**  **History:**  **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:**  **1.a. effect on world economies and trade;**  **b. roles of people, class structures, language;**  **c. religious traditions and forms of government; and**  **d. cultural and scientific contributions (e.g., advances in astronomy, mathematics, agriculture, architecture, artistic and oral traditions, development of writing systems and calendars)**  **3. explain the significance of trails and trade routes within the region (e.g., Spanish trail, Camino Real, Santa Fe trail);**  **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, etc.)**  **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:**  **2. demonstrate the ability to examine history from the perspectives of the participants**  **Geography:**  **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:**  **4. describe geographically-based pathways of inter-regional interaction (e.g., the Camino Real’s role in establishing a major trade and communication route in the new world, the significance of waterways)**  **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:**  **1. 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 results.**    **Civics & Government:**  **5-8 Benchmark 3-D: explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes and countries**  **Economics:**  **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:**  **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;**  **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:**  **2. understand the interdependencies between the economies of New Mexico, the United States and the world;**    **ELA:**  [**CCSS.ELA-LITERACY.W.7.3**](http://www.corestandards.org/ELA-Literacy/W/7/3/)  **Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**  [**CCSS.ELA-LITERACY.W.7.10**](http://www.corestandards.org/ELA-Literacy/W/7/10/)  **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**  **Write arguments to support claims with clear reasons and relevant evidence:**  [**CCSS.ELA-LITERACY.W.7.1.A**](http://www.corestandards.org/ELA-Literacy/W/7/1/a/)  **Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.**  [**CCSS.ELA-LITERACY.W.7.1.B**](http://www.corestandards.org/ELA-Literacy/W/7/1/b/)  **Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.**  [**CCSS.ELA-LITERACY.W.7.1.C**](http://www.corestandards.org/ELA-Literacy/W/7/1/c/)  **Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.**  [**CCSS.ELA-LITERACY.W.7.1.E**](http://www.corestandards.org/ELA-Literacy/W/7/1/e/)  **Provide a concluding statement or section that follows from and supports the argument presented.**  **Speaking and listening:**  [**CCSS.ELA-LITERACY.SL.7.1.A**](http://www.corestandards.org/ELA-Literacy/SL/7/1/a/)  **Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.**  [**CCSS.ELA-LITERACY.SL.7.1.C**](http://www.corestandards.org/ELA-Literacy/SL/7/1/c/)  **Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.**  [**CCSS.ELA-LITERACY.SL.7.3**](http://www.corestandards.org/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.**  **Presentation of Knowledge and Ideas:**  [**CCSS.ELA-LITERACY.SL.7.4**](http://www.corestandards.org/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.**  **Unit 3: Connections and Assimilation**  History:    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:  2. demonstrate the ability to examine history from the perspectives of the participants  ELA:  [CCSS.ELA-LITERACY.W.7.3](http://www.corestandards.org/ELA-Literacy/W/7/3/)  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  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Robert Oppenheimer, Smokey Bear, Dennis Chavez, Manuel Lujan, Manhattan project, Harrison Schmitt, Albuquerque international balloon fiesta  **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).  Economics:  **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:  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);  4. describe the relationship between New Mexico, tribal and United States economic systems.  **ELA:**  [CCSS.ELA-LITERACY.W.7.3](http://www.corestandards.org/ELA-Literacy/W/7/3/)  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.    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| Other than the big ideas explicitly in the standards you chose, what big ideas might frame this yearlong curriculum?   1. Origins (Wellness wheel: Physical, Mission: Secure Identity, Bloom’s: Knowledge & comprehension) 2. Perspective (Wellness wheel: Community & relationships, Mission: Leadership, Bloom’s: Application & analysis) 3. Connections and Assimilation (Wellness wheel: Social & emotional, Mission: Healthy, Bloom’s: Synthesis) 4. Outcomes (Wellness wheel: Intellectual, Vision: Academically Prepared, Bloom’s: Evaluation) | | | |
| CHOSEN BIG IDEAS(S): | ***Transfer*** | | |
| *I want my students to critique historical contexts through oral and written form, so that in the long-run, on their own, they will be able to apply indigenous perspectives to enhance their understanding of the world around them and their role in it.* | | |
| ***Meaning*** | | |
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| ENDURING UNDERSTANDINGS  *Students will understand that…*  NM History: a. “History is an argument without end.” (Peter Geyl)  b. Identity is relative to place and time.  ELA: a. Textual analysis skills help you understand arguments and form  your own opinions.  b. Speaking and writing skills allow you to express your thoughts  in a meaningful way.  c. Citation grounds your thoughts in textual evidence. | | ESSENTIAL QUESTIONS  NM History: a. What is history and why does it matter?  b. What is New Mexico’s identity?  ELA: a. How do I analyze information to make my own opinions?  b. How do I best express my thoughts?  c. How do I use citation to enhance my thoughts? |
| ***Acquisition*** | | |
| *Students will know…*   * Unit 1: The ***origin*** stories of pre-contact societies in the southwest and their historical and cultural importance relative to ***physical*** space. * Unit 2: The cultural ***perspectives*** of European and Native American societies post contact and what ***communities and relationships*** arise. * Unit 3: The ***connections and assimilation*** formed post-contact and how that affected the ***social and emotional wellness*** of New Mexicans. * Unit 4: The ***outcomes*** caused by westward expansion, and the ***intellectual*** arguments arising from manifest destiny. | | *Students will be skilled at…*   * Unit 1: NM History; Demonstrating their ***knowledge and***   ***comprehension*** of common themes in origin mythology by creating  their own origin story. ELA; Narrative Essay   * Unit 2: NM History; Demonstrating their ability to ***apply and analyze*** textual information by debating the effects of European conquest on Native Americans. ELA; Speaking & listening, Argumentative Essay * Unit 3: NM History; ***Synthesize*** NM’s identity by integrating the diverse cultures of the state. ELA; Research and presentation protocols * Unit 4: NM History; Researching a topic of interest and ***evaluate*** its effect on NM. ELA; Research protocols, Research Essay |
| **Stage 2 - Evidence** | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | |
| Standards-based A+ Rubric in Student-friendly Language   |  |  |  | | --- | --- | --- | | Performance Assessment Criteria and Standard Alignment | Complete | Needs Revision | | NM History:  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 |  |  | | **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 |  |  | | **ELA:**  [CCSS.ELA-LITERACY.W.7.3](http://www.corestandards.org/ELA-Literacy/W/7/3/)  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |  |  | | [CCSS.ELA-LITERACY.W.7.1.B](http://www.corestandards.org/ELA-Literacy/W/7/1/b/)  Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |  |  |  |  |  |  | | --- | --- | --- | | **Presentation of Knowledge and Ideas:**  [CCSS.ELA-LITERACY.SL.7.4](http://www.corestandards.org/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. |  |  | | | PERFORMANCE TASK(S):  Writing assessment #3;  Part 1: **Research Essay**-Natives Then and Now (focus on the journey of 1 native group from unit #1 up to present day issues, change over time, assimilation or resistance) Answers EQs.  Part 2: Present findings (**Performance task**)    What (cognitive verb + big idea): Assess the outcomes of a group that originated in New Mexico, and discuss how their perspectives have changed over time through connections with other groups and degrees of assimilation.  Why (copied and pasted EUs from Stage 1):  NM History: “History is an argument without end.” (Peter Geyl)  ELA: a. Textual analysis skills help you to understand arguments and form  your own opinions.  b. Speaking and writing skills allow you to express your thoughts with  others in meaningful ways.  How (GRASPS, written to and for students):  **Goal:** To present thorough and deliberate research on indigenous people in order to understand identity and change over time.  **Role:** Historian and public speaker  **Audience:** All NACA community members  **Situation:** Research and present findings throughout the 7th grade year  **Product, Performance, and Purpose:** Final research project, present to a panel of NACA community members, in order to share knowledge and foster a discussion of indigenous identity in New Mexico.  **Standards and Criteria for Success:** See evaluative criteria. Student handbook and core values. NACA annotation and citation guides. Demonstration/Presentation rubrics. Self and peer reflections. | |
| <type here> | | OTHER EVIDENCE:  Quarterly Student Work Reflections  Indigenous Pride Week presentations  Fall Semester Exam  End of the year student led demonstrations  Spring Semester Final Exam | |
| |  | | --- | | **Stage 3 – Learning Plan** *What units will you teach, and what skills will students master, as a result of this yearlong curriculum?* |   2015 -2016 Academic Year Curriculum Map Template   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Unit Big Idea (Title) | Unit Essential Question(s) | Unit Standard(s) | Assessment(s) | Time Frame | | What big idea anchors this unit? | What EQ will anchor conceptual, critical thinking related to the big idea? | What core standard(s) anchors this unit, and therefore what observable skills will you evaluate ? | What summative assessment will provide you evidence of skills and understanding? | What is the approximate time frame for the teaching and learning in this unit? | | 1. Origins; New Mexico’s first people and cultures  **Wellness wheel: Physical**  **Mission:**  **Secure Identity**  **Bloom’s: Knowledge & comprehension** | What are the connections between the physical land and the cultural understanding of place in universe?  **Where did we come from?** | NM History:  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:  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)  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)  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.    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.  5-8 Benchmark 2-C: understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes:  2. interpret and analyze geographic information obtained from a variety of sources (e.g., maps, directly witnessed and surveillance photographic and digital data, personal documents and interviews, symbolic representations - graphs, charts, diagrams, tables, etc.)  **ELA:**  [CCSS.ELA-LITERACY.RI.7.1](http://www.corestandards.org/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.W.7.1](http://www.corestandards.org/ELA-Literacy/W/7/1/)  Write arguments to support claims with clear reasons and relevant evidence.  [CCSS.ELA-LITERACY.W.7.3](http://www.corestandards.org/ELA-Literacy/W/7/3/)  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  [CCSS.ELA-LITERACY.W.7.10](http://www.corestandards.org/ELA-Literacy/W/7/10/)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  [CCSS.ELA-LITERACY.RI.7.3](http://www.corestandards.org/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).  Presentation of Knowledge and Ideas:  [CCSS.ELA-LITERACY.SL.7.4](http://www.corestandards.org/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.  [CCSS.ELA-LITERACY.SL.7.5](http://www.corestandards.org/ELA-Literacy/SL/7/5/)  Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | Writing assessment #1;   * Part 1: *NM Province Inquiry* - Cite information from *The New Mexico Journey*; Ch.1, 2, 8, Lesson 3, origin stories, and focused research to create a travel slide show (prezi, powerpoint) highlighting the past, present, and possible future of their province. Students will make a logical argument about the relationship between the physical land and the cultural understandings of the place. Answers the EQs. * Part 2: *Narrative Essay*-Origin story - Using their previous knowledge and comprehension of their research, write a 5 paragraph original origin mythology to explain how that culture came to be in New Mexico. Answers the EQs. * *Performance task*: Present part 1 or 2 during Indigenous Pride week (10/12-10/16) ending with Feast Day | 9 weeks  (August 17-October 15th) | | 2. Perspective; Two worlds Meet  **Wellness wheel: Community & relationships**  **Mission:**  **Leadership**  **Bloom’s: Application & analysis** | In what ways were both worlds affected by this encounter?  **What new relationships came out of the indigenous/Spanish encounter?** | NM History:  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:  1.a. effect on world economies and trade;  b. roles of people, class structures, language;  c. religious traditions and forms of government; and  d. cultural and scientific contributions (e.g., advances in astronomy, mathematics, agriculture, architecture, artistic and oral traditions, development of writing systems and calendars)  3. explain the significance of trails and trade routes within the region (e.g., Spanish trail, Camino Real, Santa Fe trail);  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, etc.)    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:  1. analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions  2. demonstrate the ability to examine history from the perspectives of the participants  5-8 Benchmark 3-D: explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes and countries  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:  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  **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:  4. describe geographically-based pathways of inter-regional interaction (e.g., the Camino Real’s role in establishing a major  trade and communication route in the new world, the significance of waterways)  **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:  1. 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 results.    **5-8 Benchmark 3-D:** explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes and countries    **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:    **ELA:**  [CCSS.ELA-LITERACY.W.7.3](http://www.corestandards.org/ELA-Literacy/W/7/3/)  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.    [CCSS.ELA-LITERACY.W.7.10](http://www.corestandards.org/ELA-Literacy/W/7/10/)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.    **Write arguments to support claims with clear reasons and relevant evidence:**  [CCSS.ELA-LITERACY.W.7.1.A](http://www.corestandards.org/ELA-Literacy/W/7/1/a/)  Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  [CCSS.ELA-LITERACY.W.7.1.B](http://www.corestandards.org/ELA-Literacy/W/7/1/b/)  Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  [CCSS.ELA-LITERACY.W.7.1.C](http://www.corestandards.org/ELA-Literacy/W/7/1/c/)  Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  [CCSS.ELA-LITERACY.W.7.1.E](http://www.corestandards.org/ELA-Literacy/W/7/1/e/)  Provide a concluding statement or section that follows from and supports the argument presented.  **Speaking and listening:**  [CCSS.ELA-LITERACY.SL.7.1.A](http://www.corestandards.org/ELA-Literacy/SL/7/1/a/)  Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  [CCSS.ELA-LITERACY.SL.7.1.C](http://www.corestandards.org/ELA-Literacy/SL/7/1/c/)  Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  [CCSS.ELA-LITERACY.SL.7.3](http://www.corestandards.org/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.  **Presentation of Knowledge and Ideas:**  [CCSS.ELA-LITERACY.SL.7.4](http://www.corestandards.org/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.  [CCSS.ELA-LITERACY.RI.7.7](http://www.corestandards.org/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).  [CCSS.ELA-LITERACY.RI.7.8](http://www.corestandards.org/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.  [CCSS.ELA-LITERACY.RI.7.9](http://www.corestandards.org/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.  [CCSS.ELA-LITERACY.SL.7.1](http://www.corestandards.org/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.  [CCSS.ELA-LITERACY.SL.7.1.B](http://www.corestandards.org/ELA-Literacy/SL/7/1/b/)  Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  [CCSS.ELA-LITERACY.SL.7.2](http://www.corestandards.org/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.  [CCSS.ELA-LITERACY.SL.7.5](http://www.corestandards.org/ELA-Literacy/SL/7/5/)  Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | Writing assessment #2;   * Part 1: Research and analyze texts to create an argument for live ***debate*** on the lasting affects of Spanish Colonialism (***Performance task).***   Answers EQs.   * Part 2: ***Argumentative Essay***=Spanish Affects on Native Population. Answers EQs. | 9 weeks  (October 19-December 18) | | 3. Connections and Assimilation  **Wellness wheel: Social & emotional**  **Mission:**  **Healthy**  **Bloom’s:**  **Synthesis** | How did the Natives of NM adapt to Spanish resettlement?  **What things should we sacrifice and what should we not?**  **How assimilated are we? How assimilated am I?**  People are not static. Influences/assimilation (EU?) | NM History:  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:  2. demonstrate the ability to examine history from the perspectives of the participants  **ELA:**  [CCSS.ELA-LITERACY.W.7.3](http://www.corestandards.org/ELA-Literacy/W/7/3/)  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.    [CCSS.ELA-LITERACY.W.7.10](http://www.corestandards.org/ELA-Literacy/W/7/10/)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.    **Write arguments to support claims with clear reasons and relevant evidence:**  [CCSS.ELA-LITERACY.W.7.1.A](http://www.corestandards.org/ELA-Literacy/W/7/1/a/)  Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  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What are you anxious about in researching yourself? * Step 2: <http://ancestryk12.com> * Step 3: create a visual representation to present and share for discussion (**performance task**) * ***Possible alignment with Native Lit. project*** | 9 weeks  (January 5-March 11) | | 4. Outcomes;  Territorial  days &  beyond  **Wellness wheel: Intellectual**  **Mission:**  **Intellectually Prepared**  **Bloom’s: Evaluation** | In what ways does American rule change New Mexico’s physical and cultural landscape?  **How does American rule compare to Spanish or Mexican rule?**  **How has New Mexico’s identity changed over time?** | NM History:  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: 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  **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 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:  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);  4. describe the relationship between New Mexico, tribal and United States economic systems.  **ELA:**  [CCSS.ELA-LITERACY.W.7.3](http://www.corestandards.org/ELA-Literacy/W/7/3/)  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.    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