
New Mexico 7 Social Studies

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	New Mexico
Grade	7 (Middle)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	New Mexico Social Studies Standards
Issuing agency	New Mexico Public Education Department
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — New Mexico Through Five Themes

Unit 3: New Mexico Today: the Land and the People · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do geographers describe a place completely?
Standards	Nm7 Five Themes -> 7.18 Geography 11. Geographic Representations and Reasoning — Explain the physical and human characteristics of New Mexico using the Five Themes of Geography. Nm7 Environment And Activity -> 7.19 Geography 14. Human- Environmental Interactions and Sustainability — Describe how environmental factors affect human activities and resource use.
Learning target	"I can explain New Mexico's characteristics using the Five Themes and describe how environment affects activity and resource use."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explain the physical and human characteristics of New Mexico using the Five Themes of Geography.
- Students will describe how environmental factors affect human activities and resource use.

Success criteria (student-friendly)

- "I can name and use all five themes."
- "I distinguish physical from human characteristics."
- "I trace an environmental factor to an actual human activity."

Academic vocabulary

location, place, movement, human-environmental interaction, region, physical characteristic, human characteristic, resource use

Materials and technology

- Physical and thematic maps of New Mexico
- Atlases
- Notebooks
- Chart paper

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.

Support area	This week's plan
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

New Mexico described across all five themes, with two environmental factors traced to human activity.

Family communication

Ask someone at home what they would tell a visitor about this state's landscape.

Day 41 — The Five Themes

Week 9, Day 1 • Unit 3 • Standards: 7.18, 7.19

Focus	7.18 names them as the framework.
Learning target	"I can explain New Mexico's characteristics using the Five Themes and describe how environment affects activity and resource use."
Vocabulary in use	location, place, movement
Local date	_____

Learning sequence

LOCATION (where, absolutely and relatively), PLACE (what it is like), MOVEMENT (of people, goods and ideas), HUMAN-ENVIRONMENTAL INTERACTION (how each changes the other), and REGION (areas with unifying characteristics). Establish all five and note that the year will use them repeatedly rather than only here.

Check for understanding

Pupil names the five themes and what each asks.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Location and Place

Week 9, Day 2 · Unit 3 · Standards: 7.18, 7.19

Focus	Where New Mexico is, and what it is like.
Learning target	"I can explain New Mexico's characteristics using the Five Themes and describe how environment affects activity and resource use."
Vocabulary in use	location, place, movement
Local date	_____

Learning sequence

Locate the state absolutely and relatively -- its position in the Southwest, its borders, its relation to Mexico. Then PLACE: its physical characteristics -- elevation, aridity, mountain and basin, the Rio Grande -- and its human ones, using your district's maps. Aridity is the single fact that explains most of what follows all year.

Check for understanding

Pupil describes New Mexico's location and two physical characteristics.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Movement and Region

Week 9, Day 3 · Unit 3 · Standards: 7.18, 7.19

Focus	The other two.
Learning target	"I can explain New Mexico's characteristics using the Five Themes and describe how environment affects activity and resource use."
Vocabulary in use	location, place, movement
Local date	_____

Learning sequence

MOVEMENT: what has come into and out of this state and along which routes -- a theme the year returns to for El Camino Real and the trails. REGION: how New Mexico is divided internally and which larger regions it belongs to. Establish that a region is defined by a chosen criterion, so the same land can be divided several ways.

Check for understanding

Pupil divides the state into regions and names the criterion.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Environment and What People Do

Week 9, Day 4 · Unit 3 · Standards: 7.18, 7.19

Focus	7.19, and the interaction theme.
Learning target	"I can explain New Mexico's characteristics using the Five Themes and describe how environment affects activity and resource use."
Vocabulary in use	location, place, movement
Local date	_____

Learning sequence

Trace environmental factors to actual human activity: where water is determines where farming and settlement are possible; elevation determines what grows; minerals determine where extraction happens. Insist on the chain rather than a general statement, and note that the interaction runs both ways.

Check for understanding

Pupil traces an environmental factor to a human activity.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Our Five-Theme Profile

Week 9, Day 5 • Unit 3 • Standards: 7.18, 7.19

Focus	The week's product.
Learning target	"I can explain New Mexico's characteristics using the Five Themes and describe how environment affects activity and resource use."
Vocabulary in use	location, place, movement
Local date	_____

Learning sequence

Pupils produce a profile of New Mexico across all five themes with two traced environmental factors. Close by pointing at next week: the people who live in this place have made it what it is culturally, and the standards ask about that next.

Check for understanding

Pupil's profile uses all five themes.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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Source citation

New Mexico Public Education Department. New Mexico Social Studies Standards. Written by New Mexico. Kindergarten through grade 8 number the performance standards sequentially within the grade (K.1, 8.105) and carry the discipline in the anchor standard rather than the code; high school uses a band-and-course code (9-12.Civ.1, 9-12.NMH.18). New Mexico history is a course in its own right. Retrieved 2026-07-27 from <https://web.ped.nm.gov/wp-content/uploads/2025/01/NM-Standards-508.pdf>