

New Mexico History

A student who is **Proficient** in New Mexico History consistently exhibits abilities to make connections with the types of government, economic systems, resources, and interactions within a multicultural society to become a unified state. Proficient students are able to:

- recognize the importance of the availability of water in New Mexico in relation to economic growth;
- recognize the motivation that brought artists and writers to New Mexico;
- recognize how cooperation, conflicts, and treaties are involved in changing the relationships of Native American tribes with other cultures and with the federal government;
- compare and contrast the structure and powers of New Mexico's government as expressed in the New Mexico Constitution;
- distinguish among federal, state, and tribal governments with respect to sovereignty and autonomy;
- distinguish how the development of interstate highway systems impacted communities;
- identify the importance of symbols, icons, songs, and traditions within the state of New Mexico;
- recognize geographic features that have determined settlement patterns in different regions of New Mexico;
- identify various economic activities associated with specific New Mexico regions;
- evaluate the lasting economic effects of World War II technology in New Mexico;
- evaluate Americanization and forced assimilation of Native American tribes in New Mexico;
- identify and interpret specific and leading information in charts, graphs, maps, and photographs;
- define New Mexico as a minority–majority state and analyze its unique role in the 21st century;
- determine the effects of removing Article X from the Treaty of Guadalupe de Hidalgo on land grant communities in New Mexico;
- identify the roles and cultural relevancies of past and current community acequia systems;
- describe and explain the significance of nuclear weapons and the *Arms Race* in world affairs;
- analyze the role and impact of New Mexico in World War II including the following:
 - Navajo Code Talkers
 - New Mexico National Guard
 - Bataan Death March
 - Internment camps
 - Manhattan Project;
- distinguish between primary, secondary, and tertiary sources used to study New Mexico History;
and
- analyze how settlement patterns, since World War II, have affected water usage, military bases, national labs, and research centers.

New Mexico History

A student who is **Borderline Proficient** in New Mexico History occasionally exhibits abilities to make connections with the types of government, economic systems, resources, and interactions within a multicultural society to become a unified state. Students are able to

- recognize the importance of the availability of water in New Mexico in relation to economic growth;
- recognize the motivation that brought artists and writers to New Mexico;
- identify structure and powers of New Mexico's government as expressed in the New Mexico Constitution;
- identify interstate highway systems;
- identify the importance of symbols, icons, songs, and traditions within the state of New Mexico;
- distinguish the hierarchy among federal, state, and tribal governments;
- recognize settlement patterns of New Mexico;
- identify various economic activities across New Mexico regions;
- identify World War II technology in New Mexico;
- define Americanization and assimilation;
- identify information from all different types of charts, graphs, maps, and photographs;
- know that New Mexico is a minority–majority state;
- identify the main idea of Article X from the Treaty of Guadalupe de Hidalgo;
- define acequia systems;
- explain the significance of nuclear weapons after World War II;
- understand the role of New Mexico in World War II including the following:
 - Navajo Code Talkers
 - New Mexico National Guard
 - Bataan Death March
 - Internment Camps
 - Manhattan Project;
- define primary source;
- connect where people live to the availability of water; and
- identify the relationships of Native American tribes in New Mexico with other cultures and with the federal government.