

## 2008-09 New Mexico Expanded Grade Band Expectations Assessment Frameworks Social Studies – Grades 9 through 12

**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.**

	<b>9-12 Benchmark I-A—New Mexico:</b> Analyze how people and events of New Mexico have influenced United States and world history since statehood.		<b>9-12 Benchmark I-B—United States:</b> Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction.		<b>9-12 Benchmark I-C—World:</b> Analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present to develop an understanding of the complexity of the human experience.		<b>9-12 Benchmark I-D—Skills:</b> Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple *These skills are taught with Soc. St. content	
<b>ENGAGEMENT</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	1-a <b>attends to an object which might be found at a national park</b>	9-12.2	<i>1-a attends to stimuli relating to civil rights in the United States (e.g. Dr. Martin Luther King, Jr., Rosa Parks, César Chávez, Russell Means)</i>	9-12.6	1-a <i>attends to stimuli relating to the Renaissance (e.g., Shakespeare, Leonardo Da Vinci)</i>	9-12.1	1-a <i>responds to stimuli depicting a series of consequential events</i>	9-12.2
	2-a <b>shifts attention between two or more objects that might be found at national parks</b>	9-12.2	<i>2-a shifts and maintains attention among materials and stimuli relating to civil rights in the United States</i>	9-12.6	<b>2-a shifts and maintains attention between materials stimuli relating to the Renaissance (e.g., Shakespeare, Leonardo DaVinci)</b>	9-12.1	<i>2-a shifts attention among participants in discussions involving events in chronological order</i>	9-12.2

	<b>9-12 Benchmark I-A—New Mexico:</b> Analyze how people and events of New Mexico have influenced United States and world history since statehood.		<b>9-12 Benchmark I-B—United States:</b> Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction.		<b>9-12 Benchmark I-C—World:</b> Analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present to develop an understanding of the complexity of the human experience.		<b>9-12 Benchmark I-D—Skills:</b> Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple *These skills are taught with Soc. St. content	
<b>PRE-SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<b>3-a matches objects or graphic representations that represent NM’s artistic, scientific, and technological contributions since World War II</b>	9-12.4	<b>3-a matches graphic representations of important individuals in the civil rights movement in the United States (e.g. Martin Luther King, Jr., Rosa Parks, César Chávez)</b>	9-12.6	<b>3-a matches graphic representations of various countries in the Western Hemisphere (e.g. Canada, United States, Mexico)</b>	9-12. 11	<i>3-a anticipates predictable effects of related causes</i>	9-12.2
	<i>4-a identifies New Mexicans who have contributed to the arts, sciences, and technology since World War II (e.g., Georgia O’Keefe, Robert Oppenheimer)</i>	9-12.3	<i>4-a labels an event or an individual important in the Civil Rights Movement in the US</i>	9-12.6	<i>4-a identifies historical reasons for the migration of peoples between countries</i>	9-12.11	<b>4-a identifies events chronologically</b>	9-12.2

	<b>9-12 Benchmark I-A—New Mexico:</b> Analyze how people and events of New Mexico have influenced United States and world history since statehood.		<b>9-12 Benchmark I-B—United States:</b> Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction.		<b>9-12 Benchmark I-C—World:</b> Analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present to develop an understanding of the complexity of the human experience.		<b>9-12 Benchmark I-D—Skills:</b> Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple *These skills are taught with Soc. St. content	
<b>SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	5-a <i>explores the life of a NM citizen who had a role or impacted World War II (e.g., Navajo Code Talkers, Bataan Death March, Manhattan Project)</i>	9-12.3	5-a <b>identifies an event or the characteristics of an individual involved in the US Civil Rights Movement</b>	9-12.6	5-a <i>name an important turning point in world history which contributed to mass migrations (e.g., religious persecution, growth of industrial cities, rural-to-urban migration)</i>	9-12.11	5-a <b>arranges important world history events in chronological order</b>	9-12.2
	6-a <b>relates details about a NM citizen who had a role or impacted World War II (e.g., Navajo Code Talkers, Bataan Death March, Manhattan Project)</b>	9-12.3	6-a <b>describes events and individuals in US History related to the Civil Rights Movement</b>	9-12.6	5-b <b>identifies important individuals and events of World War I and World War II</b>	9-12.7 9-12.9	6-a <b>describes events in a historical timeline related to cause and effect</b>	9-12.2
					6-a <i>describe a historical event which caused mass migration</i>	9-12.11		

	<b>9-12 Benchmark I-A—New Mexico:</b> Analyze how people and events of New Mexico have influenced United States and world history since statehood.		<b>9-12 Benchmark I-B—United States:</b> Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction.		<b>9-12 Benchmark I-C—World:</b> Analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present to develop an understanding of the complexity of the human experience.		<b>9-12 Benchmark I-D—Skills:</b> Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple *These skills are taught with Soc. St. content	
<b>EXTENDED SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	7-a <b>describes the impact of a NM citizen on world history since statehood (e.g., Native Code Talkers, Bataan Death March)</b>	9-12.3	7-a <b>determines the relationship between an event or an individual in the US Civil Rights Movement and the effect on US history</b>	9-12.6	7-a <b>understand the significance of shifting world populations</b>	9-12. 11	7-a <b>constructs a representation of an historical timeline</b>	9-12.2
	8-a <i>evaluates the impact of a New Mexican citizen on world history since statehood</i>	9-12.3	8-a <i>analyzes the impact of a single event on the US Civil Rights Movement</i>	9-12.6	7-b <i>researches causes, events, and effects of world crises (e.g., World War I, World War II, Vietnam, Cold War)</i>	9-12.7 9-12.8 9-12.9 9-12.10	8-a <i>reflects on the causal aspects of events in a given historical timeline</i>	9-12.2
					8-a <b>analyzes the impact of shifting world populations</b>	9-12.11		
					8-b <b>presents research findings related to world crises (e.g., World War I, World War II, Vietnam, Cold War)</b>	9-12.7 9-12.8 9-12.9 9-12.10		

**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.**

	<b>9-12 Benchmark II-A:</b> 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.		<b>9-12 Benchmark II-B:</b> Analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships, and patterns of change.		<b>9-12 Benchmark II-C:</b> Analyze the impact of people, places, and natural environments upon the past and present in terms of our ability to plan for the future.		<b>9-12 Benchmark II-E:</b> Analyze and evaluate how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	<b>NOTE*</b>
<b>ENGAGEMENT</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<b>1-a attends to stimuli in discussions related to geographic representations</b>	9-12.1	1-a <i>attends to an object of cultural significance (e.g. drums, pottery)</i>	9-12.2 9-12.4	1-a <i>attends to stimuli and materials involving geographical characteristics</i>	9-12.1	1-a <i>attends to stimuli and materials while participating in discussions of geographical factors influencing activities in New Mexico</i>	9-12.2
	2-a <i>shifts and maintains attention among peers in discussions related to geographic representations</i>	9-12.1	2-a <i>responds to an object of cultural significance</i>	9-12.2 9-12.4	2-a <i>jointly attends to materials and peers while participating in discussions of the geographical characteristics affecting historical events</i>	9-12.1	2-a <i>jointly attends to materials and peers while participating in discussions of geographical factors influencing activities in New Mexico</i>	9-12.2

	<b>9-12 Benchmark II-A:</b> 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.		<b>9-12 Benchmark II-B:</b> Analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships, and patterns of change.		<b>9-12 Benchmark II-C:</b> Analyze the impact of people, places, and natural environments upon the past and present in terms of our ability to plan for the future.		<b>9-12 Benchmark II-E:</b> Analyze and evaluate how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	<b>NOTE*</b>
<b>PRE-SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	3-a <i>explores geographical representations</i>	9-12.1	3-a <i>matches objects of cultural significance</i>	9-12.2 9-12.4	3-a <i>matches objects that represent like geographical characteristics</i>	9-12.1	3-a <i>matches objects that represent economic activities in NM (e.g., mining, ranching, agriculture, tourism)</i>	9-12.1
	4-a <b>identifies features of relevant geographical representations</b>	9-12.1	4-a <b>labels graphic representations of cultural significance (e.g., drums, pottery)</b>	9-12.2 9-12.4	4-a <i>gathers information involving geographical characteristics that have affected historical events</i>	9-12.1	4-a <b>compares regional economic activities in New Mexico</b>	9-12.1
<b>SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	5-a <b>lists information contained in a geographical representation</b>	9-12.1	5-a <b>identifies cultural aspects of his/her environment (e.g., sacred tribal lands)</b>	9-12.2 9-12.4	5-a <b>identifies geographical characteristics that have affected historical events</b>	9-12.1	5-a <i>predicts the impact of regional development on local resources (e.g., drought, depletion of resources)</i>	9-12.1
	6-a <b>describes the relationship between a map and its key</b>	9-12.1	6-a <i>describes the cultural significance of a specific place or region</i>	9-12.2 9-12.4	6-a <b>draws conclusions about how geographical characteristics can effect historical outcomes</b>	9-12.1	6-a <b>makes connections between specific geographical regions in NM and their respective economic activities</b>	9-12.1

	<b>9-12 Benchmark II-A:</b> 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.		<b>9-12 Benchmark II-B:</b> Analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships, and patterns of change.		<b>9-12 Benchmark II-C:</b> Analyze the impact of people, places, and natural environments upon the past and present in terms of our ability to plan for the future.		<b>9-12 Benchmark II-E:</b> Analyze and evaluate how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	<b>NOTE*</b>
<b>EXTENDED SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<i>7-a identifies issues and problems based on information gathered from geographical representations</i>	9-12.1	<i>7-a describes the cultural significance of an important place or person</i>	9-12.2 9-12.4	<b>7-a uses technology to study geography</b>	9-12.4	<b>7-a determines the impact of depleted resources on economic activity in a given region of NM</b>	9-12.1
	<b>8-a interprets population distributions and settlement patterns on a geographical representation</b>	9-12.2	<b>8-a reflect on the personal significance of a specific cultural person or place</b>	9-12.2 9-12.4	<i>8-a describes outcomes that were influenced by geographical features</i>	9-12.3	<b>8-a evaluates the impact of resource changes in given regions of NM that are dependent on specific economic resources (e.g., human, natural)</b>	9-12.1

**NOTE\*** The EGBE development panel determined that benchmarks “**9-12 Benchmark II-D:** Analyze how physical processes shape the Earth’s surface patterns and biosystems and **9-12 Benchmark II-F:** Analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution, and importance of resources in order to predict our global capacity to support human activity,” provided inappropriate assessment targets for students with significant cognitive disabilities. Thus, no Assessment Frameworks were developed within these benchmarks.

**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.**

	<b>9-12 Benchmark III-A:</b> Compare and analyze the structure, power, and purpose of government at the local, state, tribal, and national levels as set forth in their respective constitutions or governance documents.		<b>9-12 Benchmark III-B:</b> Analyze how the symbols, icons, songs, traditions, and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity.		<b>9-12 Benchmark III-D:</b> Understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring, and influencing.	<b>NOTE*</b>
<b>ENGAGEMENT</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<b>1-a attends to stimuli and materials involving the President of the United States</b>	9-12.2	1-a <i>responds to songs and symbols that represent NM and the US</i>	9-12.4	1-a <i>responds to stimuli and materials that are reflective of basic rights and responsibilities of US citizens</i>	9-12.2
	<b>2-a jointly attends to stimuli and materials involving the Constitution and Bill of Rights</b>	9-12.5	2-a <i>shifts and maintains attention to songs and various symbols of NM and the US</i>	9-12.4	2-a <i>shifts and maintains attention among peers in discussions involving basic rights and responsibilities of US citizens</i>	9-12.2
<b>PRE-SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<b>3-a matches objects which represent the office of the President of the United States.</b>	9-12.2	3-a <i>matches objects which represent NM and the US</i>	9-12.4	3-a <i>attends to personal role in activities involving group membership</i>	9-12.2
	<b>4-a identifies a personal freedom guaranteed by the Bill of Rights</b>	9-12.5	4-a <b>identifies symbols that are reflective of NM and the US</b>	9-12.4	4-a <b>labels the basic rights and responsibilities of US citizens (e.g., voting, obeying the law, paying taxes)</b>	9-12.2

	<b>9-12 Benchmark III-A:</b> Compare and analyze the structure, power, and purpose of government at the local, state, tribal, and national levels as set forth in their respective constitutions or governance documents.		<b>9-12 Benchmark III-B:</b> Analyze how the symbols, icons, songs, traditions, and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity.		<b>9-12 Benchmark III-D:</b> Understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring, and influencing.	<b>NOTE*</b>
<b>SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	5-a <i>broadly defines the role of the executive branch in government</i>	9-12.2	5-a <b>distinguishes symbols that are reflective of NM compared to those reflective of the US</b>	9-12.4	5-a identifies basic rights and responsibilities of US citizens (e.g., voting, obeying the law, taxes)	9-12.2
	<b>5-b broadly defines the rights, protection, limits and freedoms included in the US Constitution</b>	9-12.5	6-a <i>produces symbols that are reflective of NM and the US</i>	9-12.4	6-a <b>describes the basic rights and responsibilities of US citizens</b>	9-12.2
	6-a <i>identifies the powers of the legislative branch of the US government</i>	9-12.1				
	<b>6-b cites an example of the rights, protection, limits and freedoms included in the US Constitution</b>	9-12.5				
	6-c <i>defines the role of the judicial branch of the US government</i>	9-12.4				
<b>EXTENDED SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<b>7-a broadly defines the rights, protection, limits and freedoms included in the US Constitution</b>	9-12.1 9-12.5	7-a <b>describes symbols that are reflective of NM and the US</b>	9-12.4	7-a <i>evaluates candidates for public positions based upon their platform</i>	9-12.3
	8-a <i>identifies the structure, powers, and roles of the three branches of government</i>	9-12. 9-12.2 9-12.4	8-a <i>explains the significance of symbols of NM and the US</i>	9-12.3 9-12.4	<b>8-a discusses factors that influence the formation of public opinion (e.g., media, news, radio)</b>	9-12.2

**\*NOTE:** The EGBE development panel determined that benchmark “**9-12 Benchmark III-C:** Compare and contrast the philosophical foundations of the United States political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world,” provided inappropriate assessment targets for students with significant cognitive disabilities. Thus, no Assessment Frameworks were developed within this benchmark.

**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.**

	<b>9-12 Benchmark IV-A:</b> Analyze the ways individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources and that their choices involve costs and varying ways of allocating.		<b>9-12 Benchmark IV-B:</b> Analyze and evaluate 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.		<b>NOTE*</b>
<b>ENGAGEMENT</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>	
	<b>1-a attends to activities involving work force requirements</b>	9-12.9	1-a <i>attends to activities involving technology, transportation, and communication systems</i>	9-12.5	
	2-a <i>shifts and maintains attention in activities involving work force requirements.</i>	9-12.9	2-a <i>shifts and maintains attention among peers in activities involving technology, transportation, and communication systems</i>	9-12.5	
<b>PRE-SYMBOLIC</b>		<b>GLPS</b>		<b>GLPS</b>	
	<b>3-a explores graphic representations and objects which represent workforce requirements</b>	9-12.9	<b>3-a explores objects and graphic representations involving the roles played by local, state, and tribal governments in NM’s economic system</b>	9-12.6	
	<b>4-a discusses essential learning skills that are necessary for participation in the workforce</b>	9-12.9	<b>4-a labels changes in the areas of technology, transportation, and communication that have affected economic activities in NM</b>	9-12.15	

	<b>9-12 Benchmark IV-A:</b> Analyze the ways individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources and that their choices involve costs and varying ways of allocating.		<b>9-12 Benchmark IV-B:</b> Analyze and evaluate 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.		<b>NOTE*</b>
<b>SYMBOLIC</b>		<b>GLPS</b>		<b>GLPS</b>	
	<b>5-a identifies the essential learning skills that are necessary for a personal employment selection</b>	9-12.9	<i>5-a identifies changes in the areas of technology, transportation, and communication that have affected economic activities in NM</i>	9-12.5	
	6-a <i>describes the relationship between essential learning skills and workforce requirements related to a specific employment application</i>	9-12.9	6-a <i>makes connections between changes in the areas of technology, transportation, and communication and specific effects on economic activities in NM</i>	9-12.5	
	6-b <b>identifies aspects of personal financing (e.g., banking, credit, debit)</b>	9-12.13			
<b>EXTENDED SYMBOLIC</b>		<b>GLPS</b>		<b>GLPS</b>	
	<b>7-a defines appropriate strategies of maintaining personal finances (e.g., banking, credit, debit)</b>	9-12.13	<b>7-a investigates technology, transportation, and communication systems in NM</b>	9-12.5	
	8-a <i>explains the relationship between essential learning skills and workforce requirements</i>	9-12.9	8-a <i>describes the roles played by local, state, and tribal governments in NM's economic system</i>	9-12.6	

**\*NOTE:** The EGBE development panel determined that benchmark “**9-12 Benchmark IV-C:** Analyze and evaluate the patterns and results of trade, exchange, and interdependence between the United States and the world since 1900,” provided inappropriate assessment targets for students with significant cognitive disabilities. Thus, no Assessment Frameworks were developed within this benchmark.