
New Mexico Social Studies Standards

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Introduction

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

-Definition of Social Studies (National Council for the Social Studies)

“Democratic societies rely on high-quality social studies instruction, cultivating students who delve deeper into issues and problems that vex humankind” (Hatti, Stern, Fisher & Frey, 2020). A rigorous social studies education is necessary to prepare students for success in the 21st century and is critical for the health of our democracy. Foundational to a rigorous social studies education is a set of high-quality social studies standards.

However, in order for the standards to best be implemented, each district in the state must engage students in a rigorous and relevant K-12 social studies program. It will also require an articulated district curriculum which connects students to the social world through informed instructional experiences led by teachers who are committed to active civic participation. This represents a bold step toward a vision of social studies for all of New Mexico’s students.

Additional information can be found at <https://webnew.ped.state.nm.us/bureaus/instructional-materials/new-mexico-content-standards/>.

Overview of the Standards

New Mexico social studies standards, with anchor standards and performance standards, are mandated for students in grades K-12. The social studies standards include six strands: (1) civics and government, (2) economics, (3) geography, (4) history, (5) ethnic, cultural and identity studies, and (6) inquiry. The strands are organized by anchor standard. Anchor standards are the core ideas, at the heart of a discipline, to be implemented across a K-12 social studies program. Anchor standards establish the universal vision that defines what students should understand and be able to do, with increasing complexity as described in the performance indicators, each school year. Students get multiple opportunities to engage with anchor standards via the grade-level performance indicators. Anchor standards remain the same through all grades and courses. Anchor standards 1 through 21 are discipline-based, and anchor standards 22-26 are inquiry-based. Anchor standards are then unpacked via performance indicators. Performance indicators are specific grade-appropriate content to be mastered by the end of a specific grade. They are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. They emphasize the essential knowledge and skills in each discipline.

Each set of grade level standards begins with a set of inquiry standards. The inquiry standards define key skills within social studies. These standards are meant to be used in concert with the content standards throughout the course of study, whenever appropriate. How these standards are integrated into the curriculum is a school and classroom decision.

These standards were developed with the following guiding principles in mind:

- Incorporating major historical themes such as power, class conflict, struggle, geo political impact, social justice, equity and diversity through content standards designed to teach these topics in developmentally appropriate ways;
- Developing student agency and leadership, employability skills, critical thinking applied to histories, stories and the long-term impact of political decisions;
- Ensuring divergence from a singular Eurocentric cultural script ensuring equitable inclusion of accurate historical stories reflecting Indigenous, Hispano/Latino, Chicano, Mestizo, Genizaro, African American and other cultural perspectives;
- Identifying tools to share authentic stories including the study of relationship between power and oppression;
- Supporting the development of a strong critical historical consciousness representative of many perspectives while allowing students to maintain his/her/their own cultural integrity while learning about others;
- Empowering students to develop pride in his/her/their identity, history, culture, region by incorporating a community based approach while preparing students to be a part of a global environment;
- Utilizing historical events from a future focused orientation;
- Developing a future focused orientation that allows students to be critical thinkers in considering historical context in mending, healing, and transforming future interactions.

How to Read the Standards

Color Coding of the Standards

The standards are color-coded to allow for quick identification of the inquiry/content area of the standard.

Civics (Blue)	Economics (Yellow)	Geography (Green)	History (Purple)	Ethnic, Cultural, and Identity Studies (Orange)	Inquiry (Red)
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How to Read the Document

Theme 1: The Land, People, and Resources of New Mexico	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 7.14. Explain the role of the political decision-making process at the tribal, state, and local levels of government (voting, upholding the constitution, petitioning public officials, analyzing issues, etc). 7.15. Describe the relationships of tribal, state, and local governments with the national government under the federal system (tribal sovereignty, state constitutions, 3-branches of government, checks and balances, legislative process, etc).
Economics 5. Economic Decision-Making	<ul style="list-style-type: none"> 7.16. Explain how tribal, state, and local government agencies work to sustain resources in New Mexico. 7.17. Discuss New Mexico's economic limitations, barriers to development, and successes. 7.18. Examine the pros and cons of economic development in New Mexico.
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 7.19. Construct maps of New Mexico based on physical and cultural features using technology resources. 7.20. Explain the physical and human characteristics of New Mexico, and use this knowledge to define the Southwest region of the U.S. 7.21. Select a province of New Mexico and research its distinguishing characteristics. 7.22. Use paper and digital maps to ask and answer geographical questions about New Mexico and the Southwest region.
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 7.23. Describe factors affecting location of human activities, including land-use patterns for local, regional, and state communities. 7.24. Describe how environmental events affect human activities and resources.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 7.25. Make connections between the past and modern events from the local, territorial, state, and/or sovereign nations' perspective and predict how the future may be impacted.

The K-8 standards and some high school standards are organized by theme.

The performance standard identifies what students should know and be able to do.

The standards are organized around anchor standards. Anchor standards outline key ideas within the social studies discipline.

Anchor Standards

The standards document is organized using a set of anchor standards. The purpose of anchor standards is two-fold. 1) They highlight key disciplinary concepts and ideas within social studies and 2) Create cohesiveness within the document by showing learning progressions from kindergarten to high school aligned to a set of anchor standards.

Civics	Economics	Geography	History	Ethnic, Cultural, and Identity Studies	Inquiry
Anchor Standard 1 Civic and Political Institutions	Anchor Standard 5 Economic Decision Making	Anchor Standard 10 Geographic Representations and Reasoning	Anchor Standard 14 Historical Change, Continuity, Context and Reconciliation	Anchor Standard 19 Diversity and Identity	Anchor Standard 22 Construct Compelling and Supporting Questions
Anchor Standard 2 Processes, Rules and Laws	Anchor Standard 6 Incentives and Choices	Anchor Standard 11 Location, Place and Region	Anchor Standard 15 Cause and Consequence	Anchor Standard 20 Identity in History	Anchor Standard 23 Gather and Evaluate Sources
Anchor Standard 3 Civic Dispositions and Democratic Principles	Anchor Standard 7 Economic Systems and Models	Anchor Standard 12 Movement, Population and Systems	Anchor Standard 16 Historical Thinking	Anchor Standard 21 Community Equity Building	Anchor Standard 24 Develop Claims
Anchor Standard 4 Roles and Responsibilities of a Civic Life	Anchor Standard 8 Money and Markets	Anchor Standard 13 Human- Environmental Interactions and Sustainability	Anchor Standard 17 Critical Consciousness and Perspectives		Anchor Standard 25 Communicate and Critique Conclusions
	Anchor Standard 9 Global Economy		Anchor Standard 18 Power Dynamics, Leadership and Agency		Anchor Standard 26 Take Informed Action

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Kindergarten

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Inquiry 22. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● K.1. Recognize a compelling question. ● K.2. Identify the relationship between compelling and supporting questions.
Inquiry 25. Communicate and Critique Conclusions	<ul style="list-style-type: none"> ● K.3. Construct responses to compelling questions using examples.
Inquiry 26. Take Informed Action	<ul style="list-style-type: none"> ● K.4. Take group or individual action to help address local, regional, and/or global problems. ● K.5. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.

Theme 1: Roles and Responsibilities	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> ● K.6. Communicate the purpose of rules. ● K.7. Explain how the rules help us work together.
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> ● K.8. Identify the consequences of following and not following rules. ● K.9. Identify authority figures and describe their roles.

Theme 2: Myself and My Community	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> ● K.10. Identify the local, state, and national symbols (e.g., flag, bird, song)
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● K.11. Compare traditions found in communities over time.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> ● K.12. Demonstrate an awareness of community leaders (teacher, principal, Mayor, Tribal Leaders)
Ethnic, Cultural, and Identity Standards 19. Diversity and Identity	<ul style="list-style-type: none"> ● K.13. Sequence important events in your life. ● K.14. Identify how individuals are similar and different.

Theme 3: Needs and Wants	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Economics 6. Incentives and Choices	<ul style="list-style-type: none"> ● K.15. Distinguish between a need (basic needs like food, clothing, and shelter) and a want.
Economics 8. Money and Markets	<ul style="list-style-type: none"> ● K.16. Identify examples of goods and services. ● K.17. Explain what scarcity is and how scarcity affects the accessibility of goods and services.

Theme 4: Spaces and Places	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> ● K.18. Create maps of familiar areas, such as the classroom, school and community.
Geography 11. Location, Place, and Region	<ul style="list-style-type: none"> ● K.19. Recognize and identify signs and symbols around their town and community and indicate location of places, people and things. ● K.20. Identify the differences and similarities between a globe and a map. Explain the purpose of a map and/or globe.
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> ● K.21. Explain why and how people move from place to place within a community.

Theme 5: Social identity	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Ethnic, Cultural, and Identity Standards 19. Diversity and Identity	<ul style="list-style-type: none"> ● K.22. Communicate a positive view of themselves and identify some of their group identities. ● K.23. Describe ways they are similar and different from people who share their identities, and people who do not. ● K.24. Identify how their family does things both the same as and different from how other people do things. ● K.25. Describe their family history, culture, and past to current contributions of people in their main identity groups.

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First Grade

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Inquiry 22. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 1.1. Explain why a compelling question is important. ● 1.2. Generate supporting questions related to compelling questions across the social studies disciplines.
Inquiry 23. Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 1.3. Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.
Inquiry 25. Communicate and Critique Conclusions	<ul style="list-style-type: none"> ● 1.4. Construct responses to compelling questions using examples.
Inquiry 26. Take Informed Action	<ul style="list-style-type: none"> ● 1.5. Take group or individual action to help address local, regional, and/or global problems. ● 1.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.

Theme 1: Living, Learning and Working Together	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> ● 1.7. Explain and provide examples of how people play important roles in society.

Ethnic, Cultural, and Identity Standards 21. Community Equity Building	<ul style="list-style-type: none"> 1.8. Investigate how people work together to accomplish a common task and how this benefits and challenges people when working together.
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Theme 2: Cultures Within Our Communities

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 1.9. Compare life in New Mexico in the past to life in New Mexico today.
History 16. Historical Thinking	<ul style="list-style-type: none"> 1.10. Compare fact and opinion in stories and narratives from the past. 1.11. Demonstrate chronological thinking by distinguishing among past, present, and future using family, school, or community events.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 1.12. Examine and identify cultural differences within a community.
Ethnic, Cultural, and Identity Standards 20. Identity in History	<ul style="list-style-type: none"> 1.13. Investigate significant events, people, and observances in history, and discuss their effects on local and national communities.

Theme 3: Making Choices	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Economics 6. Incentives and Choices	<ul style="list-style-type: none"> • 1.14. Examine choices that families make due to scarcity, and identify costs associated with these choices
Economics 8. Money and Markets	<ul style="list-style-type: none"> • 1.15. Identify examples of a producer and a consumer. • 1.16. Examine how earning money through work is related to the purchase of goods and services. • 1.17. Examine decisions that people make about spending and saving money

Theme 4: Interactions with Our Physical Environment	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> • 1.18. Create geographic representations to identify the location of familiar places and demonstrate how these representations can help us navigate from one place to the next, provide directions, or trace important routes. • 1.19. Identify the common symbols used on maps for man-made structures and physical features. • 1.20. Use a variety of maps to locate specific places, and identify major landforms, bodies of water, and other places of significance around the United States.
Geography 11. Location, Place, and Region	<ul style="list-style-type: none"> • 1.21. Explain how man-made structures are all examples of how people modify the physical environment to meet needs and wants.
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> • 1.22. Explain how people interact with their physical environment in ways that may have a positive or a negative effect on natural resources.

Theme 5: Multiple Identities

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Ethnic, Cultural, and Identity Standards 19. Diversity and Identity

- 1.23. Explain how groups of people believe different things and live in different and interesting ways.
- 1.24. Explain how student and individual identities are part of what makes each person unique and special.

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Second Grade

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Inquiry 22. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 2.1. Explain why a compelling question is important. ● 2.2. Generate supporting questions across the social studies disciplines related to compelling questions.
Inquiry 23. Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 2.3. Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.
Inquiry 25. Communicate and Critique Conclusions	<ul style="list-style-type: none"> ● 2.4. Construct responses to compelling questions using reasoning, examples, and relevant details
Inquiry 26. Take Informed Action	<ul style="list-style-type: none"> ● 2.5. Take group or individual action to help address local, regional, and/or global problems. ● 2.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.

Theme 1: We the People	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> ● 2.7. Evaluate how American society has changed through rules and laws. <ul style="list-style-type: none"> ● 2.8. Understand the purposes and structures of government (tribal, local, state, national government)
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> ● 2.9. Assess how the contributions of diverse individuals' have helped develop our national identity. <ul style="list-style-type: none"> ● 2.10. Examine and compare the American democratic principles to neighboring countries.

Theme 1: We the People (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> • 2.11. Examine and understand the qualities of good leadership.

Theme 2: Looking in Our Past	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> • 2.12. Describe events in North America that illustrate how people from diverse cultural groups attempted to work through conflicts to solve a problem. • 2.13. Compare diverse world communities in terms of members, customs, and traditions to the local community. • 2.14. Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local and national events.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> • 2.15. Identify and compare the diverse North American cultural groups of the past and today. • 2.16. Evaluate the effects of people, goods and ideas that diffused from one world community into other world communities and the effects of the people, goods and ideas on these communities.

Theme 3: What We Make and Use	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Economics 5. Economic Decision Making	<ul style="list-style-type: none"> ● 2.17. Examine how consumers react to changes in the prices of goods and how this influences economic decision making and the use of money. ● 2.18. Explore how communities share resources and services with other communities.
Economics 7. Economic Systems and Models	<ul style="list-style-type: none"> ● 2.19. Investigate what resources are available in the community, how available resources differ in communities, and what resources are obtained from neighboring communities. ● 2.20. Identify different types of jobs performed in the community.

Theme 4: Cultures and Environment	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> ● 2.21. Using maps, identify and locate the United States, Canada, and Mexico as the countries that make up North America. ● 2.22. Identify and locate the bordering states to New Mexico and understand that New Mexico is in the Southwest.
Geography 11. Location, Place, and Region	<ul style="list-style-type: none"> ● 2.23. Compare the human and physical characteristics of two regions in the United States. ● 2.24. Generate a definition for your region of the US by identifying unique features.
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> ● 2.25. List at least three different waves of migration to the Western hemisphere in chronological order. (Movement)

Theme 4: Cultures and Environment (*Continued*)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Geography 13. Human- Environmental Interactions and Sustainability

- 2.26. Describe ways in which individuals and groups use or save natural resources.

Theme 5: Multi-Identity Interactions

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Ethnic, Cultural, and Identity Studies 19. Diversity and Identity

- 2.27. Express a positive view of themselves without being mean or making other people feel bad.
- 2.28. Describe ways we are similar and different from people who share identities, and people who do not.

Ethnic, Cultural, and Identity Studies 21. Community Equity Building

- 2.29. Demonstrate respect for the feelings of people who are similar and different from me.

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Third Grade

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Inquiry 22. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 3.1. Identify disciplinary ideas associated with a compelling question. ● 3.2. Use supporting questions to help answer the compelling question in an inquiry.
Inquiry 23. Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 3.3. Determine the credibility of one source.
Inquiry 24. Develop Claims	<ul style="list-style-type: none"> ● 3.4. Cite evidence that supports a response to supporting or compelling questions.
Inquiry 25. Communicate and Critique Conclusions	<ul style="list-style-type: none"> ● 3.5. Construct responses to compelling questions using reasoning, examples, and relevant details
Inquiry 26. Take Informed Action	<ul style="list-style-type: none"> ● 3.6. Identify challenges and opportunities when taking action to address problems, including predicting possible results. ● 3.7. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.

Theme 1: Citizenship	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> ● 3.8. Explain how the democratic principles motivate people to migrate then and now.

Theme 1: Citizenship (<i>Continued</i>)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> • 3.9. Explain how to be a responsible and active citizen in a democracy.

Theme 2: Global Immigration and Migration	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> • 3.10. Evaluate the reasons for migration and immigration and the effects on people, culture, and ideas in world communities. • 3.11. Analyze how human settlement and movement impact diverse groups of people and how the cultural aspects of a region spread beyond its borders. • 3.12. Analyze the movement of Indigenous groups, including the removal and return of Indigenous people throughout New Mexico and the US.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> • 3.13. Explain how world events impact New Mexico and the US, both in the past and today.
History 16. Historical Thinking	<ul style="list-style-type: none"> • 3.14. Use a timeline to analyze connections among historical events, including how human settlement and movement impacted diverse groups of people.

Theme 3: Global Issues and Events

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Economics 5. Economic Decision-Making	<ul style="list-style-type: none"> ● 3.15. Examine the various ways people earn a living to meet their basic needs of food, clothing, and shelter, and how this has changed over time in various world communities.
Economics 7. Economic Systems and Models	<ul style="list-style-type: none"> ● 3.16. Investigate who receives the goods that are produced in various world communities.
Economics 9. Global Economy	<ul style="list-style-type: none"> ● 3.17. Explore the concepts of surplus and scarcity in relation to resources for various world communities. ● 3.18. Explore the basic economic concepts of supply and demand ● 3.19. Explain how supply and demand influence prices and trade. ● 3.20. Describe how technological developments in transportation and communication influence trade over time. ● 3.21. Identify currency, credit, debit, and checks as the basic means of exchange in Western society. ● 3.22. Compare currency, credit, debit, and checks in the United States to other world money systems.

Theme 4: Our Changing World

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> ● 3.23. Create a model to demonstrate how geographic factors influence where people settle and how some people make adaptations to the environment to make a location more suitable for settlement. ● 3.24. Identify and use the mapping tools of scale, compass rose, grid, symbols and mental mapping to locate places on maps and globes.

Theme 4: Our Changing World (<i>Continued</i>)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 11. Location, Place, and Region	<ul style="list-style-type: none"> • 3.25. Explain how physical and cultural characteristics of world regions affect people, and examine geographic features of various global communities that might create a need for migration or immigration using a variety of maps, photos, and other geographic representations. • 3.26. Identify the components of the Earth’s biosystems and their makeup (e.g., air, land, water, plants, and animals).

Theme 5: Global Diversity and Identity	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> • 3.27. Express a positive view of personal identities without making someone else feel badly. • 3.28. Compare and contrast cultural identity with other people and groups.
Ethnic, Cultural, and Identity Studies 21. Community Equity Building	<ul style="list-style-type: none"> • 3.29. Identify the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

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Fourth Grade

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Inquiry 22. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 4.1. Explain how a compelling question represents key ideas in the field. ● 4.2. Use supporting questions to help answer the compelling question in an inquiry.
Inquiry 24. Develop Claims	<ul style="list-style-type: none"> ● 4.3. Cite evidence that supports a response to supporting or compelling questions.
Inquiry 25. Communicate and Critique Conclusions	<ul style="list-style-type: none"> ● 4.4. Construct responses to compelling questions using reasoning, examples, and relevant details.
Inquiry 26. Take Informed Action	<ul style="list-style-type: none"> ● 4.5. Identify challenges and opportunities when taking action to address problems, including predicting possible results. ● 4.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.

Theme 1: New Mexico Government Past and Present	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> ● 4.7. Examine and evaluate the rules, laws, and authorities that keep people safe in New Mexico.
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> ● 4.8. Explain how democratic principles guide local, state, and sovereign governments. ● 4.9. Demonstrate understanding that state symbols, holidays, traditions, and songs represent various cultural heritages, natural treasures, and the democratic values of New Mexico.

Theme 1: New Mexico Government Past and Present (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 4.10. Investigate how different groups have influenced the ways that state issues are viewed and resolved.

Theme 2: Migration and Settlement in New Mexico	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> 4.11. Describe the different groups of people (Indigenous and explorers/pioneers) that have settled in New Mexico throughout history and describe their traditions and effects on New Mexico culture.
History 15. Cause and Consequence	<ul style="list-style-type: none"> 4.12. Describe the interactions between Indigenous people and European settlers including agriculture, cultural exchanges, alliances, and conflicts
History 17. Historical Thinking	<ul style="list-style-type: none"> 4.13. Create a timeline that depicts the events and the changes in New Mexico culture through contact with explorers and settlers.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 4.14. Examine the changes in governance of New Mexico (Indigenous, Spanish, Mexican, Texan, Confederate, US)

Theme 3: New Mexico Trade and Industry

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Economics 5. Economic Decision-Making	<ul style="list-style-type: none">● 4.15. Explain the impact of using natural resources on the local, county, and state economy.
Economics 7. Economic Systems and Models	<ul style="list-style-type: none">● 4.16. Explain how trade and industry in New Mexico is impacted by surrounding economies (Mexico, AZ, CO, TX).● 4.17. Research and create a list of products, goods, and services that New Mexico imports and exports.
Economics 8. Money and Markets	<ul style="list-style-type: none">● 4.18. Explore the significance of agriculture and livestock industries in New Mexico.

Theme 4: Resources and Land Use in New Mexico

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none">● 4.19. Examine and synthesize (combine) data from at least two types of maps (physical, topographical, or thematic maps) to support a claim about the regional divisions of New Mexico, and compare and contrast its diverse geography.● 4.20. Using a variety of maps, investigate and compare how New Mexico's political boundaries have changed over time.● 4.21. Apply geographic tools of title, grid system, legends, symbols, scale and compass rose to construct and interpret maps.● 4.22. Describe and identify the regions and four provinces that make up New Mexico's land surface.

Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 4.23. Explore how geographic factors influence locations of settlements and use of natural resources (land, water, minerals, plants, animals) to meet their basic needs.
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Theme 5: New Mexico Identity and Diversity	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 4.24. Explain why individuals and groups during the same historical period differed in their perspectives towards significant historical events.
Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> 4.25. Demonstrate respectful inquiry about other people's lives and experiences without judgment.
Ethnic, Cultural, and Identity Studies 20. Identity in History	<ul style="list-style-type: none"> 4.26. Explain connections among historical contexts and people's perspectives at the time.

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Fifth Grade

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Inquiry 22. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 5.1. Identify the disciplinary concepts and ideas associated with a compelling question. ● 5.2. Use supporting questions to help answer the compelling question in an inquiry.
Inquiry 23: Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 5.3. Determine the credibility of multiple sources.
Inquiry 24. Develop Claims	<ul style="list-style-type: none"> ● 5.4. Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.
Inquiry 25. Communicate and Critique Conclusions	<ul style="list-style-type: none"> ● 5.5. With teacher direction, construct responses to compelling questions supported by reasoning and evidence.
Inquiry 26. Take Informed Action	<ul style="list-style-type: none"> ● 5.6. Identify challenges and opportunities when taking action to address problems, including predicting possible results. ● 5.7. Use a range of consensus-building and democratic procedures to make decisions about and act on civic problems in the classroom.

Theme 1: Development and Establishment of U.S. Government	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> • 5.8. Identify and explain the structure and function of the three branches of government.
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> • 5.9. Analyze how different individuals and groups influenced the creation and interpretation of the foundational documents.
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> • 5.10. Explain how the principles of the Declaration of Independence became unifying ideas of American Democracy.
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> • 5.11. Evaluate how the Bill of Rights shaped the rights of U.S. Citizens.

Theme 2: Inequality and Justice in the US	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> • 5.12. Describe how inequity in the United States laid the foundation for conflict that continues today.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> • 5.13. Examine history from the perspective of the participants.

Theme 2: Inequality and Justice in the US (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 16. Historical Thinking	<ul style="list-style-type: none"> • 5.14. Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict. • 5.15. Analyze the causes of the Civil War and the effects individuals and groups had on the conflict.
History 15. Cause and Consequence	<ul style="list-style-type: none"> • 5.16. Create and use a chronological sequence of related events and timelines to organize and analyze cause and effect relationships. • 5.17. Use primary and secondary sources to acquire historical information.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> • 5.18. Explain the connections among historical contexts and people's perspectives during major historical events in the US.

Theme 3: Human Rights and Economic Development	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Economics 5. Economic Decision-Making	<ul style="list-style-type: none"> • 5.19. Explore examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events. • 5.20. Analyze how economic success is defined differently by various communities in the US (then, now, and in the future). • 5.21. Identify and compare the major natural resources of the United States, Canada, Mexico, and Caribbean or South American countries, and determine the major industries of those countries in relation to available resources.
Economics 7. Economic Systems and Models	<ul style="list-style-type: none"> • 5.22. Examine products that are imported and exported into markets within the United States based on demand for these products, noting how this affects the United States economy.

Theme 4: Human Impact on Environment	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> • 5.23. Demonstrate how physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere. • 5.24. Using maps and globes, identify the regions within the Western Hemisphere and locate major physical features within each region. • 5.25. Demonstrate how the states are organized including time zones and the regions of the US. • 5.26. Use geographic and place-based vocabulary to communicate locations and navigate from one place to another.
Geography 11. Location, Place, and Region	<ul style="list-style-type: none"> • 5.27. Using a map, identify and locate the 50 states in the United States and know the capitals of each state along with the surrounding U.S. territories.
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> • 5.28. Examine how the physical environment influences human population distribution and land use.

Theme 5: Identity in Multiple Spaces	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> • 5.29. Identify the beliefs, experiences, perspectives, and values that form points of view about civic issues.

**Ethnic, Cultural, and
Identity Studies 19.
Diversity and Identity**

- 5.30. Demonstrate knowledge of family history, culture, and past contributions of people in main identity groups.
- 5.31. Explain how groups of people are treated today and in the past is a part of what makes them who they are.

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Sixth Grade

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Inquiry 22. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 6.1. Distinguish primary and secondary sources by correctly identifying the author, type of document and date of publication of the text in relation to the historical event described in the text. ● 6.2. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers. ● 6.3. Categorize questions as compelling (main topic) or supporting questions. ● 6.4. Pose self-generated relevant questions to be answered by historical inquiry that allow for multiple avenues of exploration.
Inquiry 23: Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 6.5. Identify where and how to locate sources to best answer a research question ● 6.6. Distinguish among fact, opinion, and reasoned judgement in a source. Identify the author's/ authors' perspectives and possible biases. ● 6.7. Identify inherent bias in maps. ● 6.8. Evaluate the credibility of a source by determining its relevance and intended use.
Inquiry 24. Develop Claims	<ul style="list-style-type: none"> ● 6.9. Formulate a claim based on evidence from primary and secondary sources in response to a question ● 6.10. Support a claim using a variety of sources and perspectives ● 6.11. Cite specific textual evidence to support analysis of primary and secondary sources. ● 6.12. Use primary and secondary sources to analyze conflicting and diverse points of views on a certain topic.
Inquiry 25. Communicate and Critique Conclusions	<ul style="list-style-type: none"> ● 6.13. Use applicable presentation technology to communicate research findings or other significant information. ● 6.14. Create maps, charts, infographics or digital media that communicate research findings or other significant information

Inquiry (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Inquiry 26. Take Informed Action	<ul style="list-style-type: none"> • 6.15. Describe the many facets of student identity (including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups. • 6.16. Identify their family and personal cultural identity, determine how they want to present themselves to the world, and brainstorm how to address negative perceptions. • 6.17. Explain the challenges and opportunities people face when taking action to address problems

Theme 1: Introduction to Geography and Historical Thinking	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> • 6.18. Create and use maps, globes, and graphs to gather, analyze, and report geographic information.
Geography 11. Location, Place, and Region	<ul style="list-style-type: none"> • 6.19. Identify how natural forces shape Earth's environments and regions.
Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> • 6.20. Identify how differences and similarities between diverse groups impact perspectives.
Ethnic, Cultural, and Identity Studies 20. Identity in History	<ul style="list-style-type: none"> • 6.21. Demonstrate relationships between personal events and historical events.

Theme 1: Introduction to Geography and Historical Thinking (<i>Continued</i>)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Ethnic, Cultural, and Identity Studies 21. Community Equity Building	<ul style="list-style-type: none"> 6.22. Explain how the treatment of people (past and present) shaped group identities and cultures.

Theme 2: The Environment and Early Civilizations: Human Beginnings and Ancestral Cultures	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 6.23. Identify the social structures of early humans.
Economics 9. Global Economy	<ul style="list-style-type: none"> 6.24. Analyze the economic impact that surpluses of food and goods have on the growth of civilizations.
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 6.25. Compare environmental and geographic attributes of locations of the earliest human settlements.
Geography 11. Location, Place, and Region	<ul style="list-style-type: none"> 6.26. Compare cultural and technological innovations of one Mesoamerican and one South American civilization. 6.27. Compare cultural, political, and religious characteristics of early river valley civilizations.
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 6.28. Describe how the local environment impacts cultures and technology. 6.29. Describe how the people impact the local environment.

Theme 2: The Environment and Early Civilizations: Human Beginnings and Ancestral Cultures (*Continued*)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 15. Cause and Consequence	<ul style="list-style-type: none"> 6.30. Analyze the impact that the Agricultural Revolution had on hunter-gatherers and nomadic peoples.

Theme 3: Classical Eastern and Western Civilizations

Anchor Standard <i>The student demonstrates an understanding of:</i>	Content Standard <i>Therefore, the student is able to</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 6.31. Describe cultural and political structures in classical eastern societies. 6.32. Describe cultural and political structures in classical western societies. 6.33. Compare and contrast classical forms of government and political structure to our current United States government and political structure.
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> 6.34. Identify rights and responsibilities of citizens and noncitizens in civic participation within the governmental systems such as monarchy, democracy, republic, and oligarchy.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 6.35. Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China. 6.36. Evaluate the factors that allowed classical civilizations to thrive.
History 15. Cause and Consequence	<ul style="list-style-type: none"> 6.37. Identify the political and social issues that lead to the development of new philosophies during the classical period. 6.38. Compare strategies used by classical civilizations to maintain their empires. 6.39. Compare causes of decline in the Roman, Han, and Gupta empires.

Theme 3: Classical Eastern and Western Civilizations (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Content Standard <i>Therefore, the student is able to</i>
Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> 6.40. Describe the interactions of religious and philosophical perspectives and explain their impact on European, Asian, and Middle Eastern societies during the classical period.

Theme 4: Post-Classical Societies	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to</i>
Economics 5. Economic Decision-Making	<ul style="list-style-type: none"> 6.41. Describe the distribution of resources among classes in the feudal hierarchy of European and Asian societies.
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> 6.42. Explain the reasons for the expansion of trade routes and territories in Sub-Saharan regions.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 6.43. Analyze the significance of innovations such as scientific, mathematical, and technological in Middle Eastern and Asian societies. 6.44. Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the post-classical period.
History 15. Cause and Consequence	<ul style="list-style-type: none"> 6.45. Explain what led to the emergence of European feudalism.

Theme 5: Post-Classical Trade Networks	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to</i>
Economics 5. Economic Decision-Making	<ul style="list-style-type: none"> 6.46. Describe how trade networks and the transfer of goods and ideas linked post-classical societies. 6.47. Explain the role of trade in the development and growth of societies.
Economics 8. Money and Markets	<ul style="list-style-type: none"> 6.48. Explain how the interaction between producers and consumers in the trade networks satisfied economic wants and needs.
Theme 5: Post-Classical Trade Networks (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to</i>
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 6.49. Use maps to represent the movement of key religions and philosophies over time.
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 6.50. Compare the transportation innovations made to travel over challenging routes and establish trade routes.

Theme 6: Encounters and Exchanges: 600 CE–1300 CE

Anchor Standard

The student demonstrates an understanding of

Performance Standard:

Therefore, the student is able to:

Geography 10. Geographic Representations and Reasoning

- 6.51. Use maps to explain how encounters and exchanges linked the world.

History 14. Historical Change, Continuity, Context, and Reconciliation

- 6.52. Examine instances of conflict, oppression, human rights violations, and genocide in Medieval times as well as responses to these violations.

History 15. Causes and Consequence

- 6.53. Analyze social, political, and economic effects of the Black Death on Europe.

History 17. Critical Consciousness and Perspectives

- 6.54. Examine and explain how the perspectives and encounters between Christians, Muslims, and Jews impacted individuals and society.

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Seventh Grade

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Inquiry 22. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 7.1. Develop compelling (big idea) questions about a relevant topic of interest. ● 7.2. Create supporting questions from credible sources to expand upon the compelling question.
Inquiry 23: Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 7.3. Identify, locate, and gather reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions. ● 7.4. Evaluate primary and secondary sources for fact, opinion, author’s bias, perspective of the creator, and relevance to the topic. ● 7.5. Analyze various forms of media to identify polarizing language, logical fallacy, and reasonable judgment. ● 7.6. Use a coherent system or structure to evaluate the credibility of a source by determining its relevance and intended use.
Inquiry 24. Develop Claims	<ul style="list-style-type: none"> ● 7.7. Use primary and secondary sources to develop an argument and cite specific textual evidence to support the claim. ● 7.8. Make connections between current events, historical materials, and personal experience.
Inquiry 25. Communicate and Critique Conclusions	<ul style="list-style-type: none"> ● 7.9. Present student-developed texts communicating thinking and understanding, including but not limited to written text, oral presentation, visual representation, and multimedia. ● 7.10. Engage in academic discussions analyzing multiple viewpoints on public issues.
Inquiry 26. Take Informed Action	<ul style="list-style-type: none"> ● 7.11. Examine the relationship between stereotypes, bias, and group identity. ● 7.12. Explore opportunities to be an ally and describe ways in which stereotyping can be a barrier to acting as an ally. ● 7.13. Engage in positive civic behaviors to make decisions and take action in classrooms, schools, and communities.

Theme 1: The Land, People, and Resources of New Mexico	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> ● 7.14. Explain the role of the political decision-making process at the tribal, state, and local levels of government (voting, upholding the constitution, petitioning public officials, analyzing issues, etc). ● 7.15. Describe the relationships of tribal, state, and local governments with the national government under the federal system (tribal sovereignty, state constitutions, 3-branches of government, checks and balances, legislative process, etc).
Economics 5. Economic Decision-Making	<ul style="list-style-type: none"> ● 7.16. Explain how tribal, state, and local government agencies work to sustain resources in New Mexico. ● 7.17. Discuss New Mexico's economic limitations, barriers to development, and successes. ● 7.18. Examine the pros and cons of economic development in New Mexico.
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> ● 7.19. Construct maps of New Mexico based on physical and cultural features using technology resources. ● 7.20. Explain the physical and human characteristics of New Mexico, and use this knowledge to define the Southwest region of the U.S. ● 7.21. Select a province of New Mexico and research its distinguishing characteristics. ● 7.22. Use paper and digital maps to ask and answer geographical questions about New Mexico and the Southwest region.
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> ● 7.23. Describe factors affecting location of human activities, including land-use patterns for local, regional, and state communities. ● 7.24. Describe how environmental events affect human activities and resources.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 7.25. Make connections between the past and modern events from the local, territorial, state, and/or sovereign nations' perspective and predict how the future may be impacted.

Theme 1: The Land, People & Resources of New Mexico (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Ethnic, Cultural, and Identity Studies¹⁹. Diversity and Identity	<ul style="list-style-type: none"> • 7.26. Analyze how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, and culture of our state. • 7.27. Define and explain the present demographics of our state. • 7.28. Evaluate how society's responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.

Theme 2: The Earliest New Mexicans (c. 12,000 BCE – c. 1200 BCE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Economics 5. Economic-Decision Making	<ul style="list-style-type: none"> • 7.29. Demonstrate how early humans compete and/or cooperate to gather and use resources.
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> • 7.30. Analyze patterns of migration of early people as they settled across New Mexico and the Southwest region.
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> • 7.31. Analyze land use patterns of early humans in New Mexico and the Southwest region. • 7.32. Explain how building technologies are designed to respond to the constraints and freedoms of the environment. • 7.33. Explain how early people adapted to the environment to develop sustainable agricultural practices.

Theme 2: The Earliest New Mexicans (c. 12,000 BCE – c. 1200 BCE) (Continued)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 7.34. Explain the importance of artifacts and oral histories in understanding how prehistoric people lived. 7.35. Describe the technical limitations of historians and archaeologists studying the distant past.
History 16. Historical Thinking	<ul style="list-style-type: none"> 7.36. Explain the use of artifacts in dating and understanding the lives of prehistoric peoples. 7.37. Describe the similarities and differences between nomadic and semi-nomadic lifestyles

Theme 3: The Emergence of Pueblos and Tribes (c. 1200 BCE – c. 1500 CE)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 7.38. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.
Economics 8. Money and Markets	<ul style="list-style-type: none"> 7.39. Summarize the relationship between specialization and interdependence. 7.40. Explain barriers to trade and how those barriers influence trade among individual people and cultural groups.
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 7.41. Analyze land use patterns of Ancestral Pueblo, Mogollon, and Athabaskan peoples. 7.42. Connect cultural adaptations of the Pueblo and Diné people to today

History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 7.43. Identify the housing and religious structures of both the Navajo and Apache. 7.44. Compare and contrast Athabascan technology, agricultural practices, and settlement patterns with those of the Pueblos
Theme 3: The Emergence of Pueblos and Tribes (c. 1200 BCE – c. 1500 CE) (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 16. Historical Thinking	<ul style="list-style-type: none"> 7.45. Discuss the importance of resource shortages on the lifestyles of the Mogollon and Ancestral Puebloans. 7.46. Create research questions about art/architecture of the Mogollon and/or the Pueblo Ancestors. 7.47. Create a model of Mogollon and/or Pueblo art/architecture.
Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> 7.48. Analyze who have been key figures that have contributed to an individual culture, and what they did. 7.49. Describe the relationship between their cultural heritage(s) and their personal identity/ identities. 7.50. Identify what students want the world to see when their culture is on display, and how to address negative perceptions.

Theme 4: The Spaniards Enter the Americas (c. 1490s CE – c. 1590s CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 7.51. Compare and contrast global and historical government systems to the US federal system.
Economics 5. Economic Decision-Making	<ul style="list-style-type: none"> 7.52. Demonstrate the impact of competition and/or cooperation as people gather and use resources. 7.53. Use primary and secondary sources to explain the economic motivation of Spaniards as they enter the lands of and interact with the peoples of the Americas.
Economics 9. The Global Economy	<ul style="list-style-type: none"> 7.54. Use and create charts, graphs, and infographics to demonstrate connections between the economy of Spain and those of indigenous people.

Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> ● 7.55. Analyze maps and charts about the Age of Exploration to understand the movement of people, goods, and ideas across the world.
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Theme 4: The Spaniards Enter the Americas (c. 1490s CE – c. 1590s CE) (Continued)
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Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> ● 7.56. Interpret the cultural differences between Spaniards and Indigenous peoples.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 7.57. Describe the interactions between the Spaniards and Indigenous Peoples.
History 16. Historical Thinking	<ul style="list-style-type: none"> ● 7.58. Use primary and secondary sources to explain the political and religious motivations of Spaniards as they encounter the land and peoples of the Americas. ● 7.59. Compare the patterns of exploration, destruction and occupation of the Americas by Spaniards
Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> ● 7.60. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures. ● 7.61. Brainstorm ways in which New Mexicans might heal from past and current injustices.

Theme 5: The Spanish Colonial Period (c. 1500s CE – 1821 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> ● 7.62. Use figurative language to describe the relationship between a nation-state and its colonies. ● 7.63. Hypothesize how the policies of the Spanish monarchy in New Spain interacted with other societies in the region.

Theme 5: The Spanish Colonial Period (c. 1500s CE – 1821 CE) (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Economics 5. Economic Decision-Making	<ul style="list-style-type: none"> ● 7.64. Use primary sources to identify formal and informal actions that impacted local, tribal, and Spanish empirical economies during this time period.
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> ● 7.65. Analyze maps and charts from the Spanish Colonial period to understand El Camino Real as a significant corridor for movement of people, goods, and ideas.
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> ● 7.66. Explain how differing perceptions of places, people, and resources affected events and conditions in New Mexico during the Spanish Colonial period. ● 7.67. Evaluate practices of land usage and ownership between Indigenous peoples and Spaniards.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 7.68. Compare and contrast the revolts and resistance movements under Spanish rule.

History 17. Critical Consciousness and Perspective	<ul style="list-style-type: none"> ● 7.69. Discuss, debate, or hold academic conversations about both positive and negative evidence of Spanish influence in New Mexico today.
Ethnic, Cultural and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> ● 7.70. Describe key figures that have made significant contributions to an individual culture. ● 7.71. Explore personal, familial, and societal cultures in the modern day. ● 7.72. Discuss how individuals want to be perceived when their culture is on display, and conclude how to address stereotypes.

Theme 6: The Mexican Period (1821 CE – 1850 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> ● 7.73. Examine how conflict over land, culture, and social class led to Mexican independence from Spain.
Economics 5. Economic Decision-Making	<ul style="list-style-type: none"> ● 7.74. Identify and summarize the relationship between specialization and interdependence.
Economics 8. Money and Markets	<ul style="list-style-type: none"> ● 7.75. Use and create charts, graphs, and infographics to demonstrate connections between the economy of New Mexico and Mexico during the Mexican period. ● 7.76. Investigate the use of trade routes and systems to analyze the economic impact they had on New Mexico as well as those who traded with New Mexicans.
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> ● 7.77. Compare various maps and/or geographical data to describe how the movement of people influenced the division and control of resources.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 7.78. Analyze primary and secondary to explain what impact Mexican Independence had on (the area) that would become) New Mexico. ● 7.79. Generate an evidence-based argument that demonstrates how troubles between Texas and the government of Mexico impacted New Mexico.

History 16. Historical Thinking	<ul style="list-style-type: none"> ● 7.80. Cite textual evidence to interpret the factors that led to resistance and rebellion in Mexico during this time, and debate the aftermath. ● 7.81. Compare historians' interpretations of the reasons for the Texas-Santa Fe Expedition.
Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> ● 7.82. Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.

Theme 7: American Western Expansion (1848 CE – 1869 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> ● 7.83. Analyze US policies on expansion into the Southwest, including how they reflected US civic ideals of the time and conflicted with existing inhabitants of the region.
Economics 7. Economic Systems and Models	<ul style="list-style-type: none"> ● 7.84. Identify activities that had an impact on territorial and Indigenous economies. ● 7.85. Investigate the correlation between the territorial and Indigenous economies considering how they are impacted by federal policies.
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> ● 7.86. Explain the role of human movement in shaping societies in New Mexico in the past and present. ● 7.87. Analyze maps and charts from the Western expansion period to understand interactions between multiple cultural groups. ● 7.88. Analyze land use patterns of Anglo-Americans during the American Westward expansion period.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 7.89. Support a claim about the intent of the United States in its westward expansion. ● 7.90. Evaluate the significance of short- and long-range trails throughout the lands gained in the Mexican Cession.
History 16. Historical Thinking	<ul style="list-style-type: none"> ● 7.91. Categorize causes and consequences of the U.S. military invasion of Mexico.

	<ul style="list-style-type: none"> 7.92. Compare and contrast primary and secondary sources in conjunction with modern-era events to explore the impact of land ownership throughout New Mexico History.
Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> 7.93. Identify how stereotyping influences social perspectives about members of a group. 7.94. Develop a claim about the extent to which identity can be modified by personal choice or external forces.

Theme 8: Early American Territorial Period (1850 CE – 1880s CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> 7.95. Evaluate New Mexico's transition into a US territorial government from the perspectives of the various groups residing in the territory at the time.
Economics 8. Money and Markets	<ul style="list-style-type: none"> 7.96. Use and create charts, graphs, and infographics to demonstrate the economy of territorial New Mexico from various perspectives such as wealthy/poor and immigrant/Indigenous, etc.
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 7.97. Analyze maps and charts from the Early American Territorial period to explain how differing perceptions of places, people, and resources have affected events and conditions of the past.
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> 7.98. Explain examples of cultural diffusion into and out of New Mexico from the past and present.
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 7.99. Analyze land use patterns of Americans during the territorial period in New Mexico

History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 7.100. Describe how cultures were challenged by the coming of new groups to New Mexico.
History 15. Cause and Consequence	<ul style="list-style-type: none"> 7.101. Identify causes and consequences that gave rise to U.S. government policies impacting the territory of New Mexico.

Theme 8: Early American Territorial Period (1850 CE – 1880s CE) (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 7.102. Use a variety of sources to contextualize and explain the impact of localized conflicts and other events throughout New Mexico.
Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> 7.103. Identify, explore, and describe the traditions, rites, and norms of the groups to which the student identifies as belonging; and explain how these traditions, rights, and norms may have changed over time.

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Eighth Grade

6-8 Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Inquiry 22. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 8.1. Develop compelling (big idea) questions about a relevant topic of interest. ● 8.2. Create supporting questions from credible sources to expand upon the compelling question.
Inquiry 23: Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 8.3. Identify, locate, and gather reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions. ● 8.4. Evaluate primary and secondary sources for the author's bias, perspective of the creator, and relevance to the topic. ● 8.5. Identify inherent bias in maps and analyze how they impact cultural memory. ● 8.6. Use a coherent system or structure to evaluate the credibility of a source by determining its relevance and intended use.
Inquiry 24. Develop Claims	<ul style="list-style-type: none"> ● 8.7. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers. ● 8.8. Formulate a claim based on evidence from primary and secondary sources in response to a question ● 8.9. Cite specific textual evidence to support analysis of primary and secondary sources. ● 8.10. Use primary and secondary sources to analyze conflicting and diverse points of views on a certain topic. ● 8.11. Make connections between current events, historical materials and personal experience. ● 8.12. Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally.

6-8 Inquiry (Continued)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Inquiry 25. Communicate and Critique Conclusions

- 8.13. Engage in discussion, debate, or academic conversation analyzing multiple viewpoints on public issues.
- 8.14. Create maps, charts, infographics, or other visual media that communicate research findings or other significant information digitally or on paper.
- 8.15. Develop informational texts, including analyses of historical and current events.
- 8.16. Create historical fiction texts that accurately portray historical people, places, events, and ideologies of the time in order to examine history from the perspective of the participants.
- 8.17. Use applicable presentation technology to communicate research findings or other significant information.
- 8.18. Conduct a research project to answer a self-generated question of historical significance, and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives; documenting sources in a structured, systematic way; communicating findings in a medium of the student's choice.

Inquiry 26. Take Informed Action

- 8.19. Describe the many facets of their identity (including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups.
- 8.20. Identify facets of personal identity, determine how they want to present themselves to the world as a person belonging to an identity group, and brainstorm how to address negative perceptions.
- 8.21. Describe ways in which stereotyping can be a barrier to acting as an ally and engaging in positive civic behaviors in classrooms, schools, and the broader community.
- 8.22. Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.
- 8.23. Synthesize historical and local knowledge to take age-appropriate action towards mending, healing, and transforming the future.

Theme 1: Geography & Indigenous Peoples of North America	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> ● 8.24. Use digital literacy to research and create a presentation about a specific Sovereign Tribal Nation or Indigenous Peoples group of North America through the five themes of geography: location, place, movement, human-environment interaction, and region. ● 8.25. Identify the major rivers, mountain ranges, and climatic regions of North America within the lands now known as the United States, Canada, the Caribbean, and Mexico.
Geography 11. Location, Place, and Region	<ul style="list-style-type: none"> ● 8.26. Give specific examples to illustrate how one Indigenous culture or many Indigenous cultures in one region have been shaped by their environment and natural resources available to them. ● 8.27. Define a region by identifying its human and physical features.
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> ● 8.28. Explain how human activities and physical processes influence change in ecosystems.
History 16. Historical Thinking	<ul style="list-style-type: none"> ● 8.29. Draw a diagram or make a model to illustrate a non-text method an Indigenous person or group of Indigenous people have employed to record and preserve their history/ histories.
History 17. Critical Consciousness and Perspective	<ul style="list-style-type: none"> ● 8.30. Support a claim about how knowledge and perspectives of Indigenous peoples of North America, and Indigenous Peoples around the world, have the potential to inform solutions to global problems.

Theme 2: Age of Exploration and Exploitation (c. 1400 CE – c. 1500 CE)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> 8.31. Describe the causes of exploration and expansion into the Americas, by the Europeans during the 15th Century.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 8.32. Identify key explorers, places, and ideas from major European nations of the 15th century, and be able to describe their accomplishments.

Theme 3: Colonization (1490 CE – 1750 CE)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Economics 7. Economics Systems and Models	<ul style="list-style-type: none"> 8.33. Draw diagrams or make models to illustrate significant contemporary economic theories and their connection to the European colonization of the Western Hemisphere.
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 8.34. Synthesize information from two or more different types of maps to support a claim about the global context of colonization.
Geography 11. Location, Place, and Region	<ul style="list-style-type: none"> 8.35. Use a topographic or climate map to create a geographic argument about how economic specialization developed in the 13 colonies based on natural resource availability.

Theme 3: Colonization (1490 CE – 1750 CE) (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> 8.36. Identify immigration and emigration factors that motivated groups to move to and within North America through the lens of the 13 colonies and the movement of people there.
Geography 13. Human-Environment Interaction	<ul style="list-style-type: none"> 8.37. Engage in academic discussion around how the ideas and belief systems related to land and resource use impacted the experiences of Indigenous Peoples and colonizers.
History 15. Cause and Consequence	<ul style="list-style-type: none"> 8.38. Use evidence from primary and secondary sources to compare and contrast the impacts of European colonization on Indigenous populations.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 8.39. Discuss the interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations in the colonial period.

Theme 4: Causes, Events, and Impact of the American Revolution (1763 CE – 1787 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Economics 5. Economic Decision-Making	<ul style="list-style-type: none"> 8.40. Use maps and other primary sources to analyze the economic specializations of the 13 colonies.
Economics 6. Incentives and Choices	<ul style="list-style-type: none"> 8.41. Compare and contrast the efforts of the American and British governments to gain the services of African Americans during the American Revolutionary War. 8.42. Evaluate the incentives for supporting the British or American side from the perspective of enslaved and free African Americans before and during the American Revolution.

Theme 4: Causes, Events, and Impact of the American Revolution (1763 CE – 1787 CE) (Continued)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 8.43. Use population, topographical, and political maps (as well as supporting texts) to generate questions about why the Proclamation Line of 1763 was established. 8.44. Develop a claim about how opinions regarding the Proclamation Line of 1763 might have varied depending on an individual's occupation and geographic location.
History 15. Cause and Consequence	<ul style="list-style-type: none"> 8.45. Evaluate the effectiveness of Native American alliances during and after the American Revolutionary War as a tool to support tribal sovereignty. 8.46. Use primary and secondary sources to evaluate an instructor-generated claim about the significance of the 7 Years' War (French and Indian War). 8.47. Synthesize text and non-text evidence to persuasively express a perspective on the events leading to the American Revolution.
History 16. Historical Thinking	<ul style="list-style-type: none"> 8.48. Compare and contrast the causes, demographics, and results of the American Revolution with those of later revolutions inspired by the American revolution
Ethnic, Cultural, and Identity Studies 20. Identity in History	<ul style="list-style-type: none"> 8.49. Develop research questions about the role of religion in the 13 colonies and its impact on nascent American identity (identidad Estadounidense); and hypothesize how gender roles were impacted by the role of religion in the 13 colonies. 8.50. Use primary source texts and artifacts as evidence to describe daily life in the 13 Colonies by featuring individuals with diverse identities and different perspectives. 8.51. Generate historically relevant questions and hypothesize sources needed to make an argument about diverse individuals' ability to participate in the war effort (for either side).

Theme 5: Constitution and Foundation of the Republic (1787 CE – 1815 CE)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 8.52. Examine how challenges the government faced as a result of the Articles of Confederation resolved at the Constitutional Convention. 8.53. Make a claim to evaluate how individuals and groups addressed specific problems at various levels to form a new republic.
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 8.54. Identify parallels in language or intent (construct or content) between Enlightenment philosophies and the ideas expressed in the Declaration of Independence. 8.55. Cite specific examples of precedents established in the Early Republic that impact American lives today.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 8.56. Critically read the Bill of Rights and supporting texts to determine which narratives were excluded from the original document; and use text evidence from the Bill of Rights and supporting texts to support a student-developed argument by citing specific evidence to track whose rights were added over time.
Ethnic, Cultural, and Identity Studies 20. Identity in History	<ul style="list-style-type: none"> 8.57. Support a claim about the influence of diverse ideologies on politics, society, and culture in early U.S. history.
Ethnic, Cultural, and Identity Studies 21. Community Equity Building	<ul style="list-style-type: none"> 8.58. Analyze a variety of art media to create an argument about the development of American national identity.

Theme 6: Expansion and Displacement (1815 CE – 1850 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> 8.59. Identify policies of this era that define the relationship between federal, state, and tribal governments through treaties, court decisions, and land acquisition statutes.
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 8.60. Describe a human-created environmental concern related to western expansion, including different contemporary perspectives and other historical context from this period.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 8.61. Compare and contrast Indigenous Peoples' assimilation story with later immigrants' stories.
History 15. Cause and Consequence	<ul style="list-style-type: none"> 8.62. Analyze the motivations and impacts of western expansion and the settlement of the United States. 8.63. Use graphic organizers to illustrate the causes and effects of the Mexican American War and its consequences on residents living in the "new" U.S. Territories. 8.64. Use maps and other primary sources (such as the Treaty of Guadalupe Hidalgo) to examine determination of geophysical and geopolitical boundaries between the U.S. and Mexico.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 8.65. Evaluate the efficacy of formal US policies of expansion, their effects on Sovereign Tribal Nations' ability to self-govern, and Indigenous resistance efforts to preserve tribal sovereignty.
Ethnic, Cultural, and Identity Studies 20. Identity in History	<ul style="list-style-type: none"> 8.66. Describe immigrant and emigrant groups according to gender composition and develop a claim regarding the impact that gender (dis)proportionality had on immigrant/emigrant community's culture.

Theme 7: Sectionalism (1830 CE – 1860 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Economics 6. Economic Decision-Making	<ul style="list-style-type: none"> 8.67. Identify and explain the economic, social, and cultural differences between the North and the South.
History 15. Cause and Consequence	<ul style="list-style-type: none"> 8.68. Use text evidence to support a claim about how conflicts over slavery led the North and South to war.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 8.69. Use primary and secondary sources to examine how enslaved people adapted within and resisted their captivity.
Ethnic, Cultural, and Identity Studies 21. Community Equity Building	<ul style="list-style-type: none"> 8.70. Develop a claim to illustrate how an event of the Sectionalism and Reform Era helps modern students understand current issues and events.

Theme 8: The Civil War (1860 CE – 1865 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 8.71. Generate research questions about the nature of civil wars in general, and the role of border states/territories in the US Civil War specifically.
Economics 8. Money and Markets	<ul style="list-style-type: none"> 8.72. Summarize a significant economic warfare initiative of the Civil War through creative expression 8.73. Explain how Union Army strategies and other socio-economic changes at the end of the Civil War led to an economic depression in the Southeast United States.

Theme 8: The Civil War (1860 CE – 1865 CE) (Continued)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 15. Cause and Consequence	<ul style="list-style-type: none"> 8.74. Generate research questions, brainstorm sources, and gather evidence to evaluate a claim about the significance of the Battle of Glorieta Pass in the Western Campaign of the American Civil War (Guerra Civil Estadounidense). 8.75. Use examples to support an argument about the importance of science and technology during the Civil War period.
Ethnic, Cultural, and Identity Studies 20. Identity in History	<ul style="list-style-type: none"> 8.76. Identify and correct misconceptions about the Emancipation Proclamation. 8.77. Use primary and secondary sources to make an argument about the impact of the Western Campaign on Indigenous peoples

Theme 9: Reconstruction (1865 CE – 1877 CE)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> 8.78. Discuss the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression during the Reconstruction Era. 8.79. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early U.S. history.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 8.80. Describe why different people may have different perspectives of the same historical event; multiple interpretations should be considered in order to avoid historical linearity and inevitability.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 8.81. Describe how the Ku Klux Klan and other white supremacist organizations in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions. 8.82. Use data to describe demographic shifts as a consequence of the Civil War and Reconstruction.

Theme 9: Reconstruction (1865 CE – 1877 CE) (Continued)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Ethnic, Cultural, and Identity Studies 20. Identity in History	<ul style="list-style-type: none"> 8.83. Use an artistic medium or multimedia project to describe the contemporary and current significance of Juneteenth.

Theme 10: Immigration and Industrialization (c. 1880 CE – 1920 CE)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> 8.84. Investigate the causes and effects of diverse ideologies on politics, society, and culture that are associated with immigration and migration.
Economics 6. Incentives and Choices	<ul style="list-style-type: none"> 8.85. Analyze the benefits and challenges that are associated with rapidly growing urban areas as a result of industrialization.
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> 8.86. Identify immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 8.87. Analyze the development of the women’s suffrage movement over time and its legacy. 8.88. Make personal connections to immigration stories and experiences-- both in the past and present
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 8.89. Examine both sides in debate or academic discussion of politics in response to immigration.

Theme 10: Immigration and Industrialization (c. 1880 CE – 1920 CE) (Continued)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Ethnic, Cultural, and Identity Studies 19. Diversity and Identify

- 8.90. Examine history from the perspective of the participants by presenting an original historical fiction piece to profile an immigrant's experience, including the impact of anti-immigrant policies.

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HS Civics

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Inquiry 22. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 9-12.Civ.1. Create compelling questions representing key ideas within the disciplines. ● 9-12.Civ.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.
Inquiry 23: Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 9-12.Civ.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. ● 9-12.Civ.4. Evaluate the credibility of a source by examining how experts value the source.
Inquiry 24. Develop Claims	<ul style="list-style-type: none"> ● 9-12.Civ.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. ● 9-12.Civ.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
Inquiry 25. Communicate and Critique Conclusions	<ul style="list-style-type: none"> ● 9-12.Civ.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. ● 9-12.Civ.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose. ● 9-12.Civ.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies. ● 9-12.Civ.10. Critique the use of claims and evidence in arguments for credibility.
Inquiry 26. Take Informed Action	<ul style="list-style-type: none"> ● 9-12.Civ.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. ● 9-12.Civ.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.

High School Civics

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Civics 1. Civic and Political Institutions

- 9-12.Civ.13. Distinguish the powers and responsibilities of local, state, indigenous, national, and international civic and political institutions.
- 9-12.Civ.14. Develop claims about the purpose, processes, strengths, and weaknesses of the U.S. government.
- 9-12.Civ.15. Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time.
- 9-12.Civ.16. Analyze the role of groups without formal decision-making power in influencing change in the U.S. government.
- 9-12.Civ.17. Evaluate multiple sources and cite evidence investigating the relationships between equality, equity, justice, freedom, and order in American constitutional democracy.
- 9-12.Civ.18. Investigate relationships among governments, civil societies, and economic markets.
- 9-12.Civ.19. Distinguish historical and current types and systems of government in the U.S. and abroad.
- 9-12.Civ.20. Use data and evidence from multiple perspectives related to federal policy toward Indigenous groups to develop an understanding of Indigenous/U.S. relations over time.
- 9-12.Civ.21. Evaluate the way America's founding principles and constitutional structures have influenced initiatives and revisions to foreign policy over time.
- 9-12.Civ.22. Research multiple sources to think critically about how the U.S. should conduct itself in international relations.

Civics 2. Processes, Rules, and Laws

- 9-12.Civ.23. Evaluate procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
- 9-12.Civ.24. Evaluate sources to determine how people use and challenge local, state, national, and international laws, to address a variety of public issues.
- 9-12.Civ.25. Evaluate public policies in terms of intended and unintended outcomes and related consequences.
- 9-12.Civ.26. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good and protecting rights.
- 9-12.Civ.27. Evaluate the US justice system over time and its impacts on policy, society, economics, and individual rights.
- 9-12.Civ.28. Explain the unique features and processes of New Mexico's constitution.

	<ul style="list-style-type: none"> ● 9-12.Civ.29. Evaluate the contributions of New Mexico’s diverse populations to it’s governmental structure and outcomes. ● 9-12.Civ.30. Investigate challenges and opportunities within and between different government entities in New Mexico.
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> ● 9-12.Civ.31. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. ● 9-12.Civ.32. Analyze civic virtues and principles, and the role of the people in creating good governance at various levels. ● 9-12.Civ.33. Apply civic dispositions and democratic principles when working with others. ● 9-12.Civ.34. Analyze founding documents and their impact on national unity over time. ● 9-12.Civ.35. Evaluate the tensions between personal interests, different cultural groups, and civic responsibilities or the common good overtime.
High School Civics (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> ● 9-12.Civ.36. Participate in civil discourse to promote greater understanding around historical, contemporary, and future opportunities and obstacles. ● 9-12.Civ.37. Use historical data and evidence related to various actors’ interests and motivations to determine their influence on contemporary issues. ● 9-12.Civ.38. Evaluate how fundamental American principles have been interpreted overtime and how they currently shape policy debates. ● 9-12.Civ.39. Develop strategies for evaluating multiple perspectives about current events, and policy issues. ● 9-12.Civ.40. Analyze historic inequalities and evaluate proposed solutions to correct them. ● 9-12.Civ.41. Apply an effective questioning strategy to evaluate sources intended to inform the public, and consider the effects of choices made by media organizations (including internet social platforms), on elections and social movements. ● 9-12.Civ.42. Evaluate sources and determine potential bias in the media and how that impacts government decision-making. ● 9-12.Civ.43. Evaluate the effects of diverse ideologies and the process of political socialization on oneself and society. ● 9-12.Civ.44. Analyze rights and obligations of citizens in the United States.

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- 9-12.Civ.45. Critique leadership strategies through past and present examples of change-makers.
 - 9-12.Civ.46. Plan and demonstrate some ways in which an active citizen can effect change in the community, state, nation, or world.
 - 9-12.Civ.47. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Indigenous, national, and/or international government.
 - 9-12.Civ.48. Take informed action to improve your community.

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HS Economics

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Inquiry 22. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 9-12.Econ.1. Create compelling questions representing key ideas within the disciplines. ● 9-12.Econ.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.
Inquiry 23: Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 9-12.Econ.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. ● 9-12.Econ.4. Evaluate the credibility of a source by examining how experts value the source.
Inquiry 24. Develop Claims	<ul style="list-style-type: none"> ● 9-12.Econ.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. ● 9-12.Econ.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
Inquiry 25. Communicate and Critique Conclusions	<ul style="list-style-type: none"> ● 9-12.Econ.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. ● 9-12.Econ.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data (while acknowledging the strengths and weaknesses of the explanations given its purpose). ● 9-12.Econ.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies. ● 9-12.Econ.10. Critique the use of claims and evidence in arguments for credibility.
Inquiry 26. Take Informed Action	<ul style="list-style-type: none"> ● 9-12.Econ.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. ● 9-12.Econ.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.

High School Economics	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Economics 5. Economic Decision-Making	<ul style="list-style-type: none"> • 9-12.Econ.13. Apply understanding of economic concepts and systems to analyze decision-making and the interactions between consumers, business, government, and societies. • 9-12.Econ.14. Gather and evaluate sources to explain the relationship between economic decisions and environmental consequences. • 9-12.Econ.15. Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue. • 9-12.Econ.16. Evaluate how economic principles influence choices and can produce varied outcomes for different individuals or groups • 9-12.Econ.17. Explain how and why people make choices to improve their economic well-being. • 9-12.Econ.18. Evaluate the market value of income earned through wages and other activities associated with saving, and investing. • 9-12.Econ.19. Compare the costs and benefits of saving, using credit, and or making certain types of financial investments. • 9-12.Econ.20. Evaluate how and why individuals choose to accept risk, reduce risk, or transfer risk to others.
Economics 7. Economic Systems and Models	<ul style="list-style-type: none"> • 9-12.Econ.21. Analyze the production, distribution, and consumption of goods and services. • 9-12.Econ.22. Evaluate economic theories for their compatibility with democracy. • 9-12.Econ.23. Compare the advantages and disadvantages of major economic systems found around the world. • 9-12.Econ.24. Critique inequalities that exist in economic systems. • 9-12.Econ.25. Use economic data to evaluate the positive and negative aspects of American capitalism in relationship to other economic systems. • 9-12.Econ.25. Analyze how national and global economic trends and policies impact the state and local economies in New Mexico. • 9-12.Econ.26. Critique the impact of globalization on New Mexico and its citizens. • 9-12.Econ.27. Evaluate the impact of environmental externalities on New Mexican communities.

	<ul style="list-style-type: none"> • 9-12.Econ.28. Evaluate opportunities for economic diversification that can significantly impact state and local conditions.
Economics 8. Money and Markets	<ul style="list-style-type: none"> • 9-12.Econ.29. Explain how buyers and sellers interact to create markets and market structures. • 9-12.Econ.30. Evaluate how a variety of factors and conditions in a market determine price and the allocation of scarce goods and resources. • 9-12.Econ.31. Evaluate the role played by competition in the market. • 9-12.Econ.32. Evaluate the role of financial institutions in a market economy. • 9-12.Econ.33. Analyze the role of money in the economy. • 9-12.Econ.34. Critique specific government policies/regulations initiated to improve market outcomes and the consequences, both intended and unintended experienced by individuals, business, communities, and states. • 9-12.Econ.35. Generate possible explanations for a government role in markets when market inefficiencies exist. • 9-12.Econ.36. Evaluate the causes and implications of market failures. • 9-12.Econ.37. Explain how governments establish the rules and institutions in which markets operate at the local, state, tribal, national and international levels. • 9-12.Econ.38. Use economic indicators and data to analyze the health of the national economy in relation to other countries. • 9-12.Econ.39. Evaluate how fiscal and monetary policy choices have economic consequences for different stakeholders in a variety of economic conditions. • 9-12.Econ.40. Evaluate foreign and domestic issues related to United States economic growth overtime. • 9-12.Econ.41. Explain the effect of advancements in technology and training on economic growth and standards of living.

Economics 9. Global Economy

- 9-12.Econ.42. Explain how current globalization trends and policies affect economic growth, labor, markets, rights of citizens, the environment, and resource and income distribution in different nations.
- 9-12.Econ.43. Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.
- 9-12.Econ.44. Evaluate how geography, demographics, industry structure, and the rules of economic institutions influence a nation's economic development.
- 9-12.Econ.45. Analyze why a country might participate in global trade.
- 9-12.Econ.46. Connect how trade agreements between nations have short and long-term effects.
- 9-12.Econ.47. Construct an argument about how global interdependence impacts individuals, institutions, and or societies based on documented evidence.

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HS Geography

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Inquiry 22. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 9-12.Geo.1. Create compelling questions representing key ideas within the disciplines. ● 9-12.Geo.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.
Inquiry 23: Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 9-12.Geo.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. ● 9-12.Geo.4. Evaluate the credibility of a source by examining how experts value the source.
Inquiry 24. Develop Claims	<ul style="list-style-type: none"> ● 9-12.Geo.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. ● 9-12.Geo.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
Inquiry 25. Communicate and Critique Conclusions	<ul style="list-style-type: none"> ● 9-12.Geo.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. ● 9-12.Geo.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data (while acknowledging the strengths and weaknesses of the explanations given its purpose). ● 9-12.Geo.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies. ● 9-12.Geo.10. Critique the use of claims and evidence in arguments for credibility.
Inquiry 26. Take Informed Action	<ul style="list-style-type: none"> ● 9-12.Geo.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. ● 9-12.Geo.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.

High School Geography	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> ● 9-12.Geo.13. Analyze and evaluate the characteristics and purposes and uses of geographic tools, knowledge, and skills. ● 9-12.Geo.14. Create maps to display and explain the spatial patterns of culture and environment. ● 9-12.Geo.15. Analyze and interpret geographic characteristics of cultures, economies, and political systems. ● 9-12.Geo.16. Interpret geographic representations to evaluate and explain changes over time. ● 9-12.Geo.17. Apply geographic knowledge and geospatial skills to interpret the past and present in order to make informed decisions.
Geography 11. Location, Place, and Region	<ul style="list-style-type: none"> ● 9-12.Geo.18. Analyze and explain the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them. ● 9-12.Geo.19. Explain and evaluate the process of place-making and the development of place-based identity. ● 9-12.Geo.20. Identify, define, and explain the distinguishing features of formal, functional, and perceptual regions.
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> ● 9-12.Geo.21. Identify, evaluate, and explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scale. ● 9-12.Geo.22. Identify, evaluate, and explain the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, cultural practices and traits, language, artifacts, methods, technologies, and diseases across space and over time. ● 9-12.Geo.23. Describe, analyze, and compare how human systems, perceptions, and identities shape places and regions over time. ● 9-12.Geo.24. Analyze and predict how location, place, and region impact the evolution of human perspectives and identities. ● 9-12.Geo.25. Identify, evaluate, and predict how particular historical events and developments shape human processes and systems in a given place/region over time. ● 9-12.Geo.26. Predict future social, political, economic, cultural, spiritual and environmental opportunities, and obstacles associated with movement, population, decision-making, and perspectives in a given place or region.

High School Geography (*Continued*)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Geography 13. Human- Environmental Interactions and Sustainability

- 9-12.Geo.27. Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments, and determine appropriate ways to respond.
- 9-12.Geo.28. Analyze shifting U.S. government environmental policies and regulations in response to changing human environment interactions.
- 9-12.Geo.29. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
- 9-12.Geo.30. Assess the reciprocal relationship between physical environment and culture within local, national, and global scales.
- 9-12.Geo.31. Evaluate how economic globalization and the scarcity of resources contribute to conflict and cooperation within and among countries.
- 9-12.Geo.32. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources.
- 9-12.Geo.33. Assess how social, economic, political, and environmental developments at global, national, regional and/or local levels affect the sustainability of modern and traditional cultures.

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HS New Mexico History

Inquiry	
Anchor Standard	Performance Standard:
<i>The student demonstrates an understanding of:</i>	<i>Therefore, the student is able to:</i>
Inquiry 22. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 9-12.NMH.1. Create compelling questions representing key ideas within the disciplines. ● 9-12.NMH.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.
Inquiry 23: Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 9-12.NMH.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. ● 9-12.NMH.4. Evaluate the credibility of a source by examining how experts value the source.
Inquiry 24. Develop Claims	<ul style="list-style-type: none"> ● 9-12.NMH.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. ● 9-12.NMH.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
Inquiry 25. Communicate and Critique Conclusions	<ul style="list-style-type: none"> ● 9-12.NMH.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources (while acknowledging counterclaims and evidentiary weaknesses). ● 9-12.NMH.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data (while acknowledging the strengths and weaknesses of the explanations given its purpose). ● 9-12.NMH.9. adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies. ● 9-12.NMH.10. Critique the use of claims and evidence in arguments for credibility.
Inquiry 26. Take Informed Action	<ul style="list-style-type: none"> ● 9-12.NMH.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. ● 9-12.NMH.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.

Theme 1: Treaty of Guadalupe Hidalgo	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.NMH.13. Connect various disputes that occur as a result of Article X being stricken from the Treaty of Guadalupe Hidalgo.
History 16. Historical Thinking	<ul style="list-style-type: none"> ● 9-12.NMH.14. Determine why it was necessary for the U.S. to purchase the land acquired by the Gadsden Purchase, instead of obtaining it by warfare.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 9-12.NMH.15. Examine the different perspectives from the peoples of New Mexico, and the United States at the time of annexation. ● 9-12.NMH.16. Dissect the Treaty of Guadalupe Hidalgo, and evaluate how the different people of New Mexico were addressed and impacted by the document.
History 18. Power Dynamics, Leadership and Agency	<ul style="list-style-type: none"> ● 9-12.NMH.17. Examine the rights that were guaranteed to citizens in Article IX of the Treaty of Guadalupe Hidalgo, and reason why Article X would have been stricken.
Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> ● 9-12.NMH.18. Demonstrate knowledge of their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups.

Theme 2: New Mexico's Territorial Period	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> ● 9-12.NMH.19. Examine the changes in the Plains of New Mexico as irrigation and cattle ranches expand into the territory.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.NMH.20. Describe the introduction of the Chinese population into New Mexico. ● 9-12.NMH.21. Assess the changes of the land and society initiated by the railroad system, along with the immigrant population it brought to the New Mexican territory. ● 9-12.NMH.22. Explain how the Homestead Act of 1862 impacted the demographics of New Mexico.
History 15. Cause and Consequence	<ul style="list-style-type: none"> ● 9-12.NMH.23. Examine the causes and effects of the Civil War, and the battles that ensued within New Mexico. ● 9-12.NMH.24. Explain how the Homestead Act of 1862 impacted the demographics of New Mexico. ● 9-12.NMH.25. Probe the beginnings of the Native American boarding school system, and the ramifications that it had on Indigenous communities in New Mexico and abroad.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 9-12.NMH.26. Determine the role of race and racism in the acts of land redistribution during the territorial period.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> ● 9-12.NMH.27. Contextualize the struggles toward statehood by including the resistance of the Hispanic population to newcomers and the participation of all ethnic populations in the Spanish American war, prior to becoming a state of the USA.

Theme 3: Statehood and Functions of State/Tribal Governments	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> ● 9-12.NMH.28. Compare and contrast the similarities and differences between the three branches of the federal and state governments.
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> ● 9-12.NMH.29. Analyze the requirements for statehood. ● 9-12.NMH.30. Debate whether or not New Mexico's constitution supports bilingualism.
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> ● 9-12.NMH.31. Define sovereignty, and distinguish ways in which the different Native American tribes in New Mexico conduct governmental affairs.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.NMH.32. Evaluate efforts from the people of New Mexico to become a state, and analyze outside perspectives to the entrance of New Mexico as a state.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> ● 9-12.NMH.33. Contrast the rights given to people that live within a territory vs. a state.

Theme 4: 1900s–1940s, (WWI, WWII and Between the Wars)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Economics 5. Economic Decision-Making	<ul style="list-style-type: none"> ● 9-12.NMH.34. Discuss the sequence of events that led to the Great Depression and the implementation of New Deal Programs in New Mexico.

Theme 4: 1900s–1940s, (WWI, WWII and Between the Wars) (Continued)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> 9-12.NMH.35. Summarize the impacts that artists have had on our state, and why so many artists choose to live in New Mexico.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 9-12.NMH.36. Interpret data/evidence to conduct periodization of key events and contributions by key people to the events that occurred during the early 20th century.
History 15. Cause and Consequence	<ul style="list-style-type: none"> 9-12.NMH.37. Analyze the causes and effects of the Dust Bowl in New Mexico, and how it changed or eliminated communities in our state. 9-12.NMH.38. Demonstrate ability to use relevant historical evidence to synthesize information regarding the impact of nuclear weapons on people around the world.
History 16. Historical Thinking	<ul style="list-style-type: none"> 9-12.NMH.39. Demonstrate historical argumentation by using various resources and perspectives to show the impact of World War II on the people of New Mexico, and the impact that our citizens had on the war.

Theme 5: New Mexico and the Cold War

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Economics 9. Global Economy	<ul style="list-style-type: none"> 9-12.NMH.40. Summarize how the U.S. and Soviet Union emerge from World War II as superpowers, and articulate the difference between communism and capitalism.
Geography 11. Location, Place, and Region	<ul style="list-style-type: none"> 9-12.NMH.41. Identify the military bases and weapons testing sites in New Mexico.

Theme 5: New Mexico and the Cold War (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> ● 9-12.NMH.42. Analyze the pros and cons of New Mexico's role in the production of uranium fueled weapons built during the Cold War.
History 16. Historical Thinking	<ul style="list-style-type: none"> ● 9-12.NMH.43. Identify the beginnings of the arms race between the Soviet Union and the U.S. ● 9-12.NMH.44. Uncover what types of activities took place, and what products were produced at Los Alamos National Laboratory and Sandia National Lab during the Cold War and beyond.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> ● 9-12.NMH.45. Give examples of how New Mexicans played an active role in military service during the Korean and Vietnam Wars.

Theme 6: Civil Rights	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.NMH.46. Demonstrate contextualization and interpretation of key events that took place within Native American communities during the Civil Rights Era.
History 15. Cause and Consequence	<ul style="list-style-type: none"> ● 9-12.NMH.47. Demonstrate historical causation by using ● 9-12.NMH.48. multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> ● 9-12.NMH.49. Compare organizations engaged in Civil Rights work. ● 9-12.NMH.50. Demonstrates interpretation of critical changes in New Mexico's segregation laws.

Theme 7: Economics and Industries of New Mexico	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Economics 5. Economic Decision-Making	<ul style="list-style-type: none"> ● 9-12.NMH.51. Illustrate the ways in which the movie and technology industries contribute to our state's economy. ● 9-12.NMH.52. Connect the activities of the federal government in the state of New Mexico during both the Cold War and WWII, to our current economy. ● 9-12.NMH.53. Identify the main sources of income for tribes.
Economics 6. Incentives and Choices	<ul style="list-style-type: none"> ● 9-12.NMH.54. Identify what makes New Mexico a good location for the space industry.

Theme 7: Economics and Industries of New Mexico (Continued)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 11. Location, Place, and Region	<ul style="list-style-type: none"> ● 9-12.NMH.55. Give examples of the different types of sites and activities that would make people want to tour aspects of our state.
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> ● 9-12.NMH.56. Analyze how New Mexicans maintain an agricultural industry being that we are one of the driest states in the country.

Theme 8: Resource Management and Mineral Resources in New Mexico

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 16. Historical Thinking	<ul style="list-style-type: none"> ● 9-12.NMH.57. Use multiple perspectives to conduct historical analysis of how water management has changed over the centuries in New Mexico. ● 9-12.NMH.58. Develop an argument showing the importance of preserving historical sites and New Mexico's resources.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 9-12.NMH.59. Appraise the value of New Mexico's historical sites to our state's culture.

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Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Inquiry 22. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 9-12.US.1. Create compelling questions representing key ideas within the disciplines. ● 9-12.US.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.
Inquiry 23: Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 9-12.US.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. ● 9-12.US.4. Evaluate the credibility of a source by examining how experts value the source.
Inquiry 24. Develop Claims	<ul style="list-style-type: none"> ● 9-12.US.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. ● 9-12.US.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
Inquiry 25. Communicate and Critique Conclusions	<ul style="list-style-type: none"> ● 9-12.US.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources (while acknowledging counterclaims and evidentiary weaknesses). ● 9-12.US.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data (while acknowledging the strengths and weaknesses of the explanations given its purpose). ● 9-12.US.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies. ● 9-12.US.10. Critique the use of claims and evidence in arguments for credibility.
Inquiry 26. Take Informed Action	<ul style="list-style-type: none"> ● 9-12.US.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. ● 9-12.US.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.

Theme 1: U.S. Origins and Origin Stories

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 15. Cause and Consequence	<ul style="list-style-type: none"> ● 9-12.US.13. Examine the course and consequences of the Columbian Exchange. ● 9-12.US.14. Describe the evolution and short and long-term consequences of racialized labor and caste systems such as encomienda and slavery in Spanish and Portuguese America. ● 9-12.US.15. Analyze how various Indigenous nations changed as a result of European settler colonialism. ● 9-12.US.16. Examine the involvement of Indigenous nations in the colonial wars and evaluate the consequences for their societies.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 9-12.US.17. Explain the ways that Indigenous nations expressed and transmitted their beliefs and values. ● 9-12.US.18. Compare and contrast the different ways in which Indigenous people have resisted, survived, and adapted to maintain their patterns of community life. ● 9-12.US.19. Compare and contrast the short- and long-term causes and effects of settler colonialism vs. classic colonialism.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> ● 9-12.US.20. Explain the common elements of Indigenous societies. ● 9-12.US.21. Analyze facets of Indigenous social, political, and economic organization. ● 9-12.US.22. Analyze relationships between Indigenous peoples and Spanish, English, French, and Dutch colonizers. ● 9-12.US.23. Examine the interactions between English colonizers and Indigenous peoples in the 13 Colonies.

Theme 2: Early America: The American Revolution and Constitution

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.US.24. Determine the importance and utility of rights versus responsibilities. ● 9-12.US.25. Determine the characteristics of a revolution and evaluate the American Revolution as compared to the French and Haitian Revolutions.
History 15. Cause and Consequence	<ul style="list-style-type: none"> ● 9-12.US.26. Investigate the causes and effects of the Revolutionary War on diverse groups of people in the United States. ● 9-12.US.27. Evaluate the social, political, and economic causes and effects of the system of racialized slavery and caste in the United States.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 9-12.US.28. Examine diverse stories of adaptation and resistance to systems of oppression including colonialism and slavery. ● 9-12.US.29. Evaluate the impact of the key ideals and principles outlined in the foundational documents of the United States on diverse groups of people, including Native Americans and enslaved Africans.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> ● 9-12.US.30. Describe the Constitutional Convention, the roles of specific individuals, and their conflicts and compromises. ● 9-12.US.31. Explore the key ideals and principles outlined in the foundational documents of the United States.

Theme 3: Westward Expansion, 1787–1876

Anchor Standard <i>The student demonstrates an understanding of:</i>	Content Standard <i>Therefore, the student is able to</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.US.32. Examine the short- and long-term impact of settlers, pioneers, frontiersman, and homesteaders on the United States and on sovereign Indigenous nations.

Theme 3: Westward Expansion, 1787-1876 (Continued)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Content Standard <i>Therefore, the student is able to</i>
History 15. Cause and Consequence	<ul style="list-style-type: none">● 9-12.US.33. Evaluate the social, political, and economic causes and short and long term effects of U.S. territorial expansion.● 9-12.US.34. Examine the ways in which the United States acquired new territories, including purchases, annexation, treaties, and war.● 9-12.US.35. Explain the importance of the Transportation Revolution of the 19th century.● 9-12.US.36. Analyze the effects of industrial growth throughout antebellum America.● 9-12.US.37. Describe the role of slavery in the economies of the industrialized North and the agricultural South, explain reasons for the rapid growth of slavery in southern states, the Caribbean islands, and South America after 1800, and analyze how banks, insurance companies, and other institutions profited directly or indirectly from the slave trade and slave labor
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none">● 9-12.US.38. Analyze the convergence of the expansion of colonialism through territorial acquisition and the expansion of chattel slavery in acquired territory.● 9-12.US.39. Explain the causes and effects of this convergence on diverse people within the territories, Indigenous peoples, enslaved Africans, people on the borderlands, immigrants.● 9-12.US.40. Explore forms of resistance, adaptation and cultural preservation practiced by enslaved and colonized peoples during this period.● 9-12.US.41. Assess the impact of Federal policy towards Indigenous nations.

Theme 4: Civil War, 1861–1865	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Content Standard <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.US.42. Analyze the persistence of the “Lost Cause of the Confederacy” narrative and its long term effects. ● 9-12.US.43. Evaluate whether the Civil War was a “war to free the slaves,” and how successfully the war contributed to the liberation of enslaved people.
Theme 4: Civil War, 1861–1865 (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Content Standard <i>Therefore, the student is able to:</i>
History 15. Cause and Consequence	<ul style="list-style-type: none"> ● 9-12.US.44. Analyze critical policies and events leading to the Civil War and connections among them. ● 9-12.US.45. Explain how conflicts over slavery led the North and South to war.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 9-12.US.46. Explore the similarities and differences between reform movements in the United States in the early to mid-19th century. ● 9-12.US.47. Identify the ways in which diverse groups of people participated in the Civil War, including women and African Americans.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> ● 9-12.US.48. Analyze major factors that determined the outcome of the Civil War.

Theme 5: Reconstruction, 1865–1877	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.US.49. Evaluate the long-term consequences of the end of Reconstruction and the rise of Jim Crow on formerly enslaved people and their descendants. ● 9-12.US.50. Compare and contrast global historical reconciliation and reparations efforts (Denazification, Australia Mabo Case/Terra Nullius) with Reconstruction.
History 15. Cause and Consequence	<ul style="list-style-type: none"> ● 9-12.US.51. Analyze the short- and long-term effects of the end of the Civil War and Reconstruction period.
Theme 5: Reconstruction, 1865-1877 (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 9-12.US.52. Explore African American economic, political, sociocultural (educational, artistic, literary) responses to emancipation and Reconstruction. ● 9-12.US.53. Identify the ways in which gender and sexuality were changing and unchanged during the 19th century.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> ● 9-12.US.54. Explore the efforts of the federal government and African Americans to forge a new political and social order after emancipation.

Theme 6: Rebuilding the United States: Industry and Immigration, 1865–1920	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.US.55. Examine immigration policy in the United States over time. ● 9-12.US.56. Evaluate what an efficient, equitable, and just economic system would look like in the United States. ● 9-12.US.57. Examine contemporary labor struggles and populist movements in the United States and around the world. ● 9-12.US.58. Explore the short- and long-term effects of the Jim Crow era on African Americans in both the North and the South.
History 15. Cause and Consequence	<ul style="list-style-type: none"> ● 9-12.US.59. Explain the various causes of the Industrial Revolution. ● 9-12.US.60. Make connections among the important consequences of the Industrial Revolution. ● 9-12.US.61. Analyze social, political, and economic reasons groups migrated to and within the United States, including push and pull factors.
Theme 6: Rebuilding the United States: Industry and Immigration, 1865–1920 (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 9-12.US.62. Evaluate the effects of the entry of women into the workforce after the Civil War and analyze women’s political organizations. ● 9-12.US.63. Analyze the consequences of the continuing westward expansion of the American people after the Civil War and evaluate the impact of the 14th Amendment on Native Peoples and Asian and European immigrant men and women. ● 9-12.US.64. Examine the ways that the Great Migration changed America, exploring the ways that African Americans adapted and resisted.

Theme 7: Imperialism, 1890–1920

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.US.65. Determine the effectiveness of post colonial institutions in ameliorating the effects of colonial rule.
History 15. Cause and Consequence	<ul style="list-style-type: none"> ● 9-12.US.66. Analyze the causes and course of the growing role of the United States in world affairs from the Civil War to World War I.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 9-12.US.67. Examine the ways in which art, journalism, literature, and cultural artifacts served as forms of resistance and contributed to the anti-imperialist movement. ● 9-12.US.68. Examine the legacy and evolution of turn of the century imperialism, including the short- and long-term effects in Latin America, Asia, and the Pacific.

Theme 8: Progressivism and World War I

Anchor Standard <i>The student demonstrates an understanding of</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.US.69. Examine the ethics of the suppression of civil liberties during times of conflict and war, past and present. ● 9-12.US.70. Analyze the role of the United States in the world and the balance of foreign and domestic priorities. ● 9-12.US.71. Determine the utility or futility of war.
History 15. Cause and Consequence	<ul style="list-style-type: none"> ● 9-12.US.72. Distinguish between the long-term causes and triggering events that led the United States into World War I. ● 9-12.US.73. Explain the course and significance of Woodrow Wilson’s wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles Treaty.

History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 9-12.US.74. Evaluate major reform movements and reformers during the Progressive Era. ● 9-12.US.75. Evaluate the inclusivity and exclusivity of Progressive Era reform movements. ● 9-12.US.76. Analyze the campaign for, and the opposition to, women’s suffrage in the late 19th and early 20th centuries. ● 9-12.US.77. Analyze the strategies of African Americans to achieve basic civil rights in the early 20th century. ● 9-12.US.78. Examine the role of colonial peoples, women, Indigenous peoples and African Americans during World War I.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> ● 9-12.US.79. Explain what Progressivism meant in the early 20th century through the ideas, actions, and experiences of Progressive leaders. ● 9-12.US.80. Analyze the governmental policies of the Progressive Period, determine which problems they were designed to solve, and assess long and short-term effectiveness. ● 9-12.US.81. Analyze the role and conduct of the United States during the war.

Theme 9: Conflicts and Transitions, 1920–1929	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.US.82. Explore the ongoing conflict between traditionalism and modernity in American society today, making connections to the movements, ideas and experiences of the past. ● 9-12.US.83. Compare and contrast the conflict between traditionalism and modernity during this period with examples around the world such as Weimar Germany.
History 15. Cause and Consequence	<ul style="list-style-type: none"> ● 9-12.US.84. Assess how new technology in transportation, communication, and finance impacted American society.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 9-12.US.85. Explore the arts, entrepreneurship, and philanthropy of the Harlem Renaissance and its connections to the Great Migration. ● 9-12.US.86. Evaluate the passage of the 19th amendment from the perspective of diverse groups in American society including white women, African American women, Native Americans, and Asian Americans. ● 9-12.US.87. Examine the ways in which gender and sexuality norms changed and stayed the same in 1920s America.

History 18. Power Dynamics, Leadership, and Agency

- 9-12.US.88. Examine the conflict between traditionalism and modernity as manifested in the major political and economic events in the first two decades of the 20th century.

Theme 10: Great Depression and The New Deal, 1929–1941

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to

History 14. Historical Change, Continuity, Context, and Reconciliation

- 9-12.US.89. Assess the degree to which New Deal programs have been maintained or dismantled over time.
- 9-12.US.90. Evaluate the impact of New Deal programs and policies on diverse groups of people in America, including African Americans and Indigenous peoples.
- 9-12.US.91. Determine the effectiveness of the United States government in averting and responding to similar economic disasters.

History 15. Cause and Consequence

- 9-12.US.92. Describe the multiple causes and consequences of the global depression of the 1930s.
- 9-12.US.93. Assess the impact and legacy of New Deal relief, recovery, and reform programs.

History 17. Critical Consciousness and Perspectives

- 9-12.US.94. Examine the lives and experiences of Mexicans during the 1930s and the relationship of the United States to Mexico.

Theme 11: World War II

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to

History 14. Historical Change, Continuity, Context, and Reconciliation

- 9-12.US.95. Analyze the similarities, differences, and connections between the racial social order in both the United States and Germany during this period.
- 9-12.US.96. Explore the ethics of and arguments for and against the use of nuclear weapons past and present.

- 9-12.US.97. Explore the legacy of “othering” in the United States, including boarding schools, internment camps, and detention centers.

Theme 11: World War II (*Continued*)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to

History 15. Cause and Consequence

- 9-12.US.98. Analyze the events that led to World War II, the major battles of the war and its consequences, and the conferences of Allied leaders following the war.
- 9-12.US.99. Explain the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the Holocaust.
- 9-12.US.100. Explain the reasons for American involvement in World War II and the key actions and events leading up to declarations of war against Japan and Germany.
- 9-12.US.101. Assess the social, political, and economic transformation of the United States during World War II.

History 17. Critical Consciousness and Perspectives

- 9-12.US.102. Evaluate the short- and long-term consequences of the war on diverse groups such as African Americans, Native Americans, Hispanic Americans, Japanese Americans, and Japanese nationals.
- 9-12.US.103. Examine the ways in which gender roles changed and stayed the same for women during the war.
- 9-12.US.104. Analyze state-sponsored persecution and “othering” including anti-Semitism and homophobia.

Theme 12: The Cold War: 1945–1975

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

History 14. Historical Change, Continuity, Context, and Reconciliation

- 9-12.US.105. Examine the short- and long-term effects of CIA involvement in Latin America.
- 9-12.US.106. Analyze the impact of Red Scare ideology on social movements and activists in the United States.

Theme 12: The Cold War: 1945–1975 (Continued)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 15. Cause and Consequence	<ul style="list-style-type: none"> ● 9-12.US.107. Examine the factors that contributed to the Cold War. ● 9-12.US.108. Evaluate the policy of containment as a response by the United States to Soviet expansionist policies. ● 9-12.US.109. Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas. ● 9-12.US.110. Analyze the roots of domestic communism and anti-communism in the 1950s, the origins and consequences of, and the resistance to McCarthyism.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 9-12.US.111. Analyze the impact of the Vietnam War on the Vietnamese people and on the United States. ● 9-12.US.112. Explore the impact of the Cold War on indigenous peoples around the world. ● 9-12.US.113. Compare and contrast the Communist Red Scare with the Lavender Scare.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> ● 9-12.US.114. Summarize the diplomatic and military policies on the War in Vietnam of Presidents Eisenhower, John F. Kennedy, Lyndon Johnson, and Richard Nixon.

Theme 13: Civil Rights and People Power Movements

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.US.115. Research and analyze issues related to race relations in the United States since the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. ● 9-12.US.116. Examine the evolution of McCarthyism from the Red Scare to COINTELPRO. ● 9-12.US.117. Evaluate the influence of 1960s cultural and artistic movements from past to present day.
History 15: Cause and Consequence	<ul style="list-style-type: none"> ● 9-12.US.118. Research and analyze resistance to integration in white communities, protests to end segregation, and Supreme Court decisions on civil rights.

Theme 13: Civil Rights and People Power Movements (*Continued*)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 9-12.US.119. Analyze the origins, evolution, and goals of the African American Civil Rights Movement and Black Power Movement. ● 9-12.US.120. Analyze the causes, course, and impact on American politics and society of new social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> ● 9-12.US.121. Evaluate accomplishments of the Civil Rights movement and how they served as a model for later feminist, disability, and gender rights movements of the 20th and 21st centuries. ● 9-12.US.122. Analyze the important policies and events that took place during the presidencies of John F. Kennedy, Lyndon Johnson, and Richard Nixon.

Theme 14: Rise of Conservatism, 1968–2008

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.US.123. Assess the short- and long-term social and political impacts of conservatism in the United States on diverse groups of people. ● 9-12.US.124. Examine the short- and long-term impacts of criminal justice policy implemented during the presidencies of Ronald Raegan and Bill Clinton. ● 9-12.US.125. Examine the push-pull relationship between progressivism and conservatism in America over time. ● 9-12.US.126. Evaluate whether the Cold War definitively ended in 1991.
History 15. Cause and Consequence	<ul style="list-style-type: none"> ● 9-12.US.127. Analyze how communist economic policies and U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to the fall of the Berlin Wall in 1989 and the dissolution of the Soviet Union in 1991.

Theme 14: Rise of Conservatism, 1968–2008 (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 9-12.US.128. Evaluate the significance of the 1990 American Disability Act. ● 9-12.US.129. Explore the movement against police brutality. ● 9-12.US.130. Examine the experiences and activism of the LGBTQIA+ community during this period, including the AIDS epidemic, social movements, resistance, and hate crimes.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> ● 9-12.US.131. Analyze the presidency of Ronald Reagan (1981–1989) and the rise of the conservative movement in American politics.

Theme 15: U.S. in a Global Age, 2008–Present	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.US.132. Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future. ● 9-12.US.133. Analyze the current state and health of American democracy and create an action plan to protect American democracy. ● 9-12.US.134. Examine anti-immigrant sentiment in the United States over time and the experiences of diverse immigrant groups past and present.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 9-12.US.135. Create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans. ● 9-12.US.136. Evaluate the effects of the representation of diverse people in the US government including race, gender, sexual orientation, and disability.

Theme 15: U.S. in a Global Age, 2008–Present (Continued)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to

History 18. Power Dynamics, Leadership, and Agency

- 9-12.US.137. Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries.
- 9-12.US.138. Evaluate the effectiveness of the federal government’s response to international terrorism in the 21st century.
- 9-12.US.139. Examine contemporary civil rights struggles.
- 9-12.US.140. Analyze US government policies to reduce climate disruption.
- 9-12.US.141. Compare and Contrast the response and plan of the US government during the Covid-19 pandemic with the AIDS epidemic and the 1918 influenza.

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HS World History

Sample Topics by Time Period	Sample Themes by Time Period
<p>1300–1500: Global Encounters and Exchanges Grow (Topics may include but are not limited to Pueblo, Dine’ (Navajo), Apache, Seminole, Culhua-Mexica (Aztec), Maya, Arawak, Andean Civilization, Mali, Ethiopia, Great Zimbabwe, Swahili Coast, Byzantium, Medieval Scholasticism, European Exploration, Mongolian Empire, Ottoman Empire, Ming Dynasty, Asian Exploration, Trans-Saharan & Indian Ocean Slave Trade Networks, Black Death, Crusades, Divine Right of Kings, Mandate of Heaven, Arabic-Latin Translation)</p>	<ul style="list-style-type: none"> ● Interregional system of communication, trade, and cultural exchange ● Rise of the Mongol empire and its consequences for Eurasian peoples, 1200–1350 ● Growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries ● Patterns of crisis and recovery in Afro-Eurasia, 1300–1450 ● Expansion of states and civilizations in the Americas, 1000–1500 ● Major global trends from 1000–1500 CE
<p>1450–1770: The First Global Age Emerges (Topics may include but are not limited to Fall of Constantinople, Reconquista, Inquisition, War of the Roses, Columbian Exchange, Ayiti (Taino), Tenochtitlan (Aztec), Cajamarca (Inca), Mestizo, Songhai Empire, African Diaspora, Safavid Empire, Renaissance, Julian v. Gregorian Calendar, Scientific Revolution, Protestant Reformation, Counter Reformation, Absolute Monarchies, Elizabethan Age, Glorious Revolution, Iroquois Confederacy, Enlightenment, Qing Dynasty, Tokugawa Shogunate, etc.)</p>	<ul style="list-style-type: none"> ● Transoceanic interlinking of all major regions of the world from 1450–1600 led to global transformations ● European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450–1750 ● Large territorial empires dominated much of Eurasia between the 16th and 18th centuries ● Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500–1750 ● Transformations in Asian societies in the era of European expansion ● Major global trends from 1450–1770
<p>1750–1923: Revolution, Democratization, and New Empires Spread (Topics may include but are not limited to Industrial Revolutions, American Revolution, French Revolution, Romanticism, Napoleon, Latin American Revolutions, Monroe Doctrine, Mexican Independence, Unification of European Countries (Italy, Germany), Imperialism, Social Darwinism, Berlin Conference, Leopold and the Congo Genocide, Battle of Adwa, Suez Canal Construction, Boer Wars, Australian Frontier Wars, New Zealand Wars, Mughal Empire,</p>	<ul style="list-style-type: none"> ● Causes and consequences of political revolutions in the late 18th and early 19th centuries ● Causes and consequences of the agricultural and industrial revolutions, 1700–1850 ● Transformation of Eurasian societies in an era of global trade and rising European power, 1750–1870 ● Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830–1914

<p>Meiji Restoration, Opium Wars, Taiping Rebellion, Boxer Rebellion, Sepoy Rebellion, Russian Revolution, etc.)</p>	<ul style="list-style-type: none"> • Patterns of global change in the era of Western military and economic domination, 1800–1914 • Major global trends from 1750–1923
<p>1900–1980: Conflict & Self-Determination Expand (Topics may include but are not limited to Mexican Revolution, World War I, Armenian Genocide, 1918 Pandemic, Treaty of Versailles, Panama Canal, Global Great Depression, Nationalism, Japanese Empire, World War II, Shoah, Greek Civil War, Rape of Nanking, Chinese Revolution, Pinochet in Chile, Cuban Revolution, Asian Independence Movements, Nonviolent Resistance Movements, Sykes-Picot, Nation of Israel, Middle East Conflicts, Partition of India, U.S. Civil Rights Movement, African Independence Movements, Fall of Saigon, Cambodian Genocide, Tiananmen Square, League of Nations, Cold War)</p>	<ul style="list-style-type: none"> • Causes and global consequences of World War I • Search for peace and stability in the 1920s and 1930s • Causes and global consequences of World War II • Major global trends from 1900 to the end of World War II
<p>1945–Future: Global Interconnections Accelerate (Topics may include but are not limited to Nuclear Age, United Nations, Universal Declaration of Human Rights, NATO, Space Age, Apartheid, Fall of Soviet Union, Globalization, Information Age, Social Media, Nationalism, Global Influence (U.S.A, China, Russia), International Unions (EU, AU, USAN, ACD), Economic Growth of the Global South, War on Drugs, War on Terror, Rwandan Genocide, September 11th, Afghanistan War, Iraq War, Arab Spring, Great Recession, Equity Movements, Climate Change, Indigenous Environmentalism, Green Revolution, Greenbelt Movement, Paris Agreement, Covid-19 Pandemic, WHO, NAFTA/CUSMA, etc)</p>	<ul style="list-style-type: none"> • Post-World War II reconstruction, new international power relations, and colonial empires break-up • Search for community, stability, and peace in an Interdependent world • Major global trends since World War II • Long-term changes and recurring patterns in world history

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Inquiry 22. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 9-12.WH.1. Create compelling questions representing key ideas in world history.
Inquiry 23. Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 9-12.WH.2. Evaluate the credibility of sources from a range of media (print, internet, audio, visual) by examining origin, author, context, content, and corroborative value. ● 9-12.WH.3. Gather relevant information from credible sources representing a wide range of views and note inconsistencies in the information.
Inquiry 24. Develop Claims	<ul style="list-style-type: none"> ● 9-12.WH.4. Develop claims and analyze counterclaims about the significance of historical events using evidence that draws directly and substantively from multiple sources. ● 9-12.WH.5. Analyze evidence to detect inconsistencies within the evidence in order to revise or strengthen claims.
Inquiry 25. Communicate and Critique Conclusions	<ul style="list-style-type: none"> ● 9-12.WH.6. Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, and digital documentary).
Inquiry 26. Take Informed Action	<ul style="list-style-type: none"> ● 9-12.WH.7. Evaluate historical and contemporary sources of information relating to local, regional, and global problems and identify challenges and opportunities faced by those trying to address these problems. ● 9-12.WH.8. Assess options for individual and collective action to address local, regional, and global problems. ● 9-12.WH.9. Apply a range of strategies and procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts.

High School World History	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> ● 9-12.WH.10. Assess options for individual and collective action to address local, regional, and global problems. ● 9-12.WH.11. Apply a range of strategies and procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts. ● 9-12.WH.12. Evaluate methods people use to create, change, expand, or oppose systems of power/authority.
Economics 9. Global Economy	<ul style="list-style-type: none"> ● 9-12.WH.13. Evaluate the impact of global interconnectedness on international economic stability and growth. ● 9-12.WH.14. Analyze how national and global economic trends and policies impact the state and local economies in New Mexico.
Geography 11. Location, Place, and Region	<ul style="list-style-type: none"> ● 9-12.WH.15. Analyze and explain the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them.
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> ● 9-12.WH.16. Identify, evaluate, and explain the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, cultural practices and traits, language, artifacts, methods, technologies, and diseases across space and over time.
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> ● 9-12.WH.17. Assess how social, economic, political, and environmental developments at global, national, regional, and/or local levels affect the sustainability of modern and traditional cultures.

High School World History (*Continued*)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.WH.18. Identify significant transformative moments in world history, analyze the reasons behind their transformative nature, and explain how they continue to shape contemporary global interactions. ● 9-12.WH.19. Trace political, intellectual, religious, artistic, technological, economic, and social developments in historical periods as well as within individual societies. ● 9-12.WH.20. Identify patterns of continuity and change over time in world history, focusing on patterns both within and between historical eras. ● 9-12.WH.21. Examine how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. ● 9-12.WH.22. Identify individuals, groups, and events in New Mexico's history that have influenced or were influenced by events in world history.
History 15. Cause and Consequence	<ul style="list-style-type: none"> ● 9-12.WH.23. Identify and evaluate multiple causes and effects of historical events within world history. ● 9-12.WH.24. Distinguish between long-term and short-term causes in developing historical interpretations. ● 9-12.WH.25. Identify contemporary global issues that influence or are influenced by New Mexicans.
History 16. Historical Thinking	<ul style="list-style-type: none"> ● 9-12.WH.26. Analyze and evaluate the values and limitations of primary and secondary sources of information (including digital) with attention to the source, its context, reliability, and usefulness. ● 9-12.WH.27. Effectively use and integrate evidence from a variety of diverse sources in order to evaluate and develop historical claims. ● 9-12.WH.28. Synthesize historical information to create new understandings.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 9-12.WH.29. Use a variety of source materials to compare and contrast treatments of the same topic. ● 9-12.WH.30. Examine historical events from the perspectives of diverse groups, including but not limited to Indigenous peoples, regional, racial, ethnic, class, and gender. ● 9-12.WH.31. Analyze and evaluate multiple points of view to explain the ideas and actions of individuals and groups.

High School World History (*Continued*)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

History 18. Power Dynamics, Leadership, and Agency

- 9-12.WH.32. Use historical thinking skills to evaluate historical and contemporary sources of information relating to local, regional, and global problems and identify challenges and opportunities faced by those trying to address these problems.
- 9-12.WH.33. Investigate cultural and historical developments within societies with attention to belief systems, ideologies, the arts, science, and technology.
- 9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions, and long-term effects of oppression.

Ethnic, Cultural, and Identity Studies 20. Identity in History

- 9-12.WH.35. Compare and contrast the various origins (including but not limited to: indigenous, forced, voluntary) of identity groups in World history.
- 9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.
- 9-12.WH.37. Examine the role colonization, assimilation, and/or syncretism plays in the evolution of cultural, ethnic, racial, and religious identities and language.

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Ethnic, Cultural, and Identity Studies

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Inquiry 22. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 9-12.ECI.1. Create compelling questions representing key ideas within the disciplines. ● 9-12.ECI.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.
Inquiry 23: Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 9-12.ECI.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. ● 9-12.ECI.4. Evaluate the credibility of a source by examining how experts value the source.
Inquiry 24. Develop Claims	<ul style="list-style-type: none"> ● 9-12.ECI.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. ● 9-12.ECI.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
Inquiry 25. Communicate and Critique Conclusions	<ul style="list-style-type: none"> ● 9-12.ECI.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources (while acknowledging counterclaims and evidentiary weaknesses). ● 9-12.ECI.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose. ● 9-12.ECI.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies. ● 9-12.ECI.10. Critique the use of claims and evidence in arguments for credibility.
Inquiry 26. Take Informed Action	<ul style="list-style-type: none"> ● 9-12.ECI.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. ● 9-12.ECI.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.

Ethnic, Cultural and Identity Studies

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Ethnic, Cultural, and Identity Studies 19. Diversity and Identity

- 9-12.ECI.13. Recognize and value my group identities without perceiving or treating others as inferior.
- 9-12.ECI.14. Identify and analyze cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.
- 9-12.ECI.15. Identify and explore how current traditions, rites, and norms of identity groups have or are changing over time.
- 9-12.ECI.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.

Ethnic, Cultural, and Identity Studies 20. Identity in History

- 9-12.ECI.17. Compare and contrast the various origins (Indigenous, forced, voluntary) of identity groups in the United States.
- 9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.
- 9-12.ECI.19. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.

Ethnic, Cultural, and Identity Studies 21. Community Equity Building

- 9-12.ECI.20. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.
- 9-12.ECI.21. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.
- 9-12.ECI.22. Evaluate the role of racial social constructs in the structures and functions of a 21st Century American society.