**~~TITLE 6 PRIMARY AND SECONDARY EDUCATION~~**

**~~CHAPTER 29 STANDARDS FOR EXCELLENCE~~**

**~~PART 11 SOCIAL STUDIES~~**

**~~6.29.11.1 ISSUING AGENCY:~~** ~~Public Education Department, hereinafter the department.~~

~~[6.29.11.1 NMAC - N, 6/30/2009]~~

**~~6.29.11.2 SCOPE:~~** ~~All public schools, state educational institutions and educational programs conducted in state institutions other than New Mexico military institute.~~

~~[6.29.11.2 NMAC - N, 6/30/2009]~~

**~~6.29.11.3 STATUTORY AUTHORITY:~~**

**~~A.~~** ~~Section 22-2-2 NMSA 1978 grants the authority and responsibility for the assessment and evaluation of public schools, state-supported educational institutions and educational programs conducted in state institutions other than New Mexico military institute.~~

**~~B.~~** ~~Section 22-2-2 NMSA 1978 directs the department to set graduation expectations and hold schools accountable. Section 22-2C-3 NMSA 1978 requires the department to adopt academic content and performance standards and to measure the performance of public schools in New Mexico.~~

~~[6.29.11.3 NMAC - N, 6/30/2009]~~

**~~6.29.11.4 DURATION:~~** ~~Permanent.~~

~~[6.29.11.4 NMAC - N, 6/30/2009]~~

**~~6.29.11.5 EFFECTIVE DATE:~~** ~~June 30, 2009, unless a later date is cited at the end of a section.~~

~~[6.29.11.5 NMAC - N, 6/30/2009]~~

**~~6.29.11.6 OBJECTIVE:~~** ~~New Mexico content standards with benchmarks and performance standards for social studies are mandated for students in grades K-12. The four strand content areas included in social studies are: (1) history, (2) geography, (3) civics and government, and (4) economics. (The New Mexico content standards with benchmarks for the social studies were adopted in March 1997 as part of 6 NMAC 3.2; the benchmarks and performance standards were revised in 2001.)~~

~~[6.29.11.6 NMAC - N, 6/30/2009]~~

**~~6.29.11.7 DEFINITIONS:~~** **~~[RESERVED]~~**

**~~6.29.11.8 CONTENT STANDARDS WITH BENCHMARKS AND PERFORMANCE STANDARDS FOR SOCIAL STUDIES, Grades K-4:~~**

**~~A.~~** ~~Strand 1: History. Content standard 1: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States and world history, in order to understand the complexity of the human experience. Students will:~~

**~~(1)~~** ~~grades K-4 benchmark 1-A. New Mexico: describe how contemporary and historical people and events have influenced New Mexico communities and regions;~~

**~~(a)~~** ~~grade K performance standard: identify the customs, celebrations and holidays of various cultures in New Mexico;~~

**~~(b)~~** ~~grade 1 performance standard: identify common attributes of people living in New Mexico today;~~

**~~(c)~~** ~~grade 2 performance standard: describe how historical people, groups and events have influenced the local community;~~

**~~(d)~~** ~~grade 3 performance standard: describe how the lives and contributions of people of New Mexico influenced local communities and regions;~~

**~~(e)~~** ~~grade 4 performance standards:~~

**~~(i)~~** ~~identify important issues, events and individuals from New Mexico’s pre-history to the present;~~

**~~(ii)~~** ~~describe the role of contemporary figures and how their contributions and perspectives are creating an impact in New Mexico;~~

**~~(2)~~** ~~grades K-4 benchmark 1-B. United States: understand connections among historical events, people and symbols significant to United States history and cultures;~~

**~~(a)~~** ~~grade K performance standard: demonstrate an awareness of community leaders;~~

**~~(b)~~** ~~grade 1 performance standards:~~

**~~(i)~~** ~~identify the significance of United States historical events and symbols (e.g., Martin Luther King, Jr. Day; Memorial Day; Independence Day; Labor Day; Veterans Day; United States flag; bald eagle);~~

**~~(ii)~~** ~~identify and recognize major political and social figures in the United States;~~

**~~(c)~~** ~~grade 2 performance standard: describe the cultural diversity of individuals and groups and their contributions to United States history (e.g., George Washington, Ben Franklin, César Chávez, Rosa Parks, the national association for advancement of colored people, tribal leaders, American Indian movement);~~

**~~(d)~~** ~~grade 3 performance standard: describe local events and their connections to state history;~~

**~~(e)~~** ~~grade 4 performance standard: describe local events and their connections and relationships to national history;~~

**~~(3)~~** ~~grades K-4 benchmark 1-C. World: identify and describe similar historical characteristics of the United States and its neighboring countries;~~

**~~(a)~~** ~~grade K performance standard: identify the local, state and national symbols (e.g., flag, bird, song);~~

**~~(b)~~** ~~grade 1 performance standard: identify and compare celebrations and events from the United States, Mexico and Canada;~~

**~~(c)~~** ~~grade 2 performance standard: describe and compare similarities of the history of peoples in North America through literature (e.g., storytelling, fables, folktales, fairy tales);~~

**~~(d)~~** ~~grade 3 performance standard: identify and compare components that create a community in the United States and its neighboring countries;~~

**~~(e)~~** ~~grade 4 performance standard: explain how historical events, people and culture influence present-day Canada, Mexico and the United States (e.g., food, art, shelter, language);~~

**~~(4)~~** ~~grades K-4 benchmark 1-D. Skills: understand time passage and chronology;~~

**~~(a)~~** ~~grade K performance standard: understand the concept of past and present;~~

**~~(b)~~** ~~grade 1 performance standard: demonstrate the use of timelines in order to show events in relation to one another;~~

**~~(c)~~** ~~grade 2 performance standard: correctly sequence historical events;~~

**~~(d)~~** ~~grade 3 performance standard: interpret information from multiple resources and contexts to determine chronological relationships;~~

**~~(e)~~** ~~grade 4 performance standard: describe and explain how historians and archaeologists provide information about people in different time periods.~~

**~~B.~~** ~~Strand 2: Geography - Content standard 2: Students understand how physical, natural and cultural processes influence where people live, the ways in which people live and how societies interact with one another and their environments. Students will:~~

**~~(1)~~** ~~grades K-4 benchmark 2-A: understand the concept of location by using and constructing maps, globes and other geographic tools to identify and derive information about people, places and environments;~~

**~~(a)~~** ~~grade K performance standards:~~

**~~(i)~~** ~~define relative location of items in the physical environment in terms of over, under, near, far, up and down;~~

**~~(ii)~~** ~~define personal direction of front, back, left and right;~~

**~~(b)~~** ~~grade 1 performance standards:~~

**~~(i)~~** ~~understand maps and globes as representations of places and phenomena;~~

**~~(ii)~~** ~~identify and use the four cardinal directions to locate places in community, state and tribal districts;~~

**~~(iii)~~** ~~create, use and describe simple maps to identify locations within familiar places (e.g., classroom, school, community, state);~~

**~~(c)~~** ~~grade 2 performance standards:~~

**~~(i)~~** ~~use a variety of maps to locate specific places and regions;~~

**~~(ii)~~** ~~identify major land forms, bodies of water and other places of significance in selected countries, continents and oceans;~~

**~~(d)~~** ~~grade 3 performance standard: identify and use the mapping tools of scale, compass rose, grid, symbols and mental mapping to locate and draw places on maps and globes;~~

**~~(e)~~** ~~grade 4 performance standards:~~

**~~(i)~~** ~~apply geographic tools of title, grid system, legends, symbols, scale and compass rose to construct and interpret maps;~~

**~~(ii)~~** ~~translate geographic information into a variety of formats such as graphs, maps, diagrams and charts;~~

**~~(iii)~~** ~~draw conclusions and make generalizations from geographic information and inquiry;~~

**~~(2)~~** ~~grades K-4 benchmark 2-B: distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions and patterns of change;~~

**~~(a)~~** ~~grade K performance standard: identify natural characteristics of places (e.g., climate, topography);~~

**~~(b)~~** ~~grade 1 performance standards:~~

**~~(i)~~** ~~identify and classify characteristics of places as human or natural;~~

**~~(ii)~~** ~~identify how traditional tribal and local folklore attempt to explain weather, characteristics of places and human origins and relationships;~~

**~~(c)~~** ~~grade 2 performance standards:~~

**~~(i)~~** ~~describe how climate, natural resources and natural hazards affect activities and settlement patterns;~~

**~~(ii)~~** ~~explain how people depend on the environment and its resources to satisfy their basic needs;~~

**~~(d)~~** ~~grade 3 performance standards:~~

**~~(i)~~** ~~describe how human and natural processes can sometimes work together to shape the appearance of places (e.g., post-fire reforestation);~~

**~~(ii)~~** ~~explore examples of environmental and social changes in various regions;~~

**~~(e)~~** ~~grade 4 performance standards:~~

**~~(i)~~** ~~identify a region as an area with unifying characteristics (e.g., human, weather, agriculture, industry, natural characteristics);~~

**~~(ii)~~** ~~describe the regions of New Mexico, the United States and the western hemisphere;~~

**~~(iii)~~** ~~identify ways in which different individuals and groups of people view and relate to places and regions;~~

**~~(3)~~** ~~grades K-4 benchmark 2-C: be familiar with aspects of human behavior and man-made and natural environments, in order to recognize their impact on the past and present;~~

**~~(a)~~** ~~grade K performance standards:~~

**~~(i)~~** ~~identify family customs and traditions and explain their importance;~~

**~~(ii)~~** ~~describe the natural characteristics of places (e.g., land forms, bodies of water, natural resources and weather);~~

**~~(b)~~** ~~grade 1 performance standards:~~

**~~(i)~~** ~~identify examples of and uses for natural resources in the community, state and nation;~~

**~~(ii)~~** ~~describe the human characteristics of places, such as housing types and professions;~~

**~~(c)~~** ~~grade 2 performance standard: identify ways in which people depend on natural and man-made environments, including natural resources to meet basic needs;~~

**~~(d)~~** ~~grade 3 performance standards:~~

**~~(i)~~** ~~identify personal behaviors that can affect community planning;~~

**~~(ii)~~** ~~identify ways in which people have modified their environments (e.g., building roads, clearing land for development, mining and constructing towns and cities);~~

**~~(iii)~~** ~~describe the consequences of human modification of the natural environment (e.g., use of irrigation to improve crop yields, highways);~~

**~~(e)~~** ~~grade 4 performance standards:~~

**~~(i)~~** ~~explain how geographic factors have influenced people, including settlement patterns and population distribution in New Mexico, past and present;~~

**~~(ii)~~** ~~describe how environments, both natural and man-made, have influenced people and events over time and describe how places change;~~

**~~(iii)~~** ~~understand how visual data (e.g., maps, graphs, diagrams, tables, charts) organize and present geographic information;~~

**~~(4)~~** ~~grades K-4 benchmark 2-D: understand how physical processes shape the earth’s surface patterns and biosystems;~~

**~~(a)~~** ~~grade K performance standard: describe the earth’s physical characteristics;~~

**~~(b)~~** ~~grade 1 performance standard: describe the earth-sun relationship and how it affects living conditions on earth;~~

**~~(c)~~** ~~grade 2 performance standards:~~

**~~(i)~~** ~~describe the physical processes that affect the earth’s features (e.g., weather, erosion);~~

**~~(ii)~~** ~~identify characteristics of physical systems (e.g., water cycle);~~

**~~(d)~~** ~~grade 3 performance standards:~~

**~~(i)~~** ~~identify the components of the earth’s biosystems and their makeup (e.g., air, land, water, plants, and animals);~~

**~~(ii)~~** ~~describe how physical processes shape features on the earth’s surface;~~

**~~(e)~~** ~~grade 4 performance standards:~~

**~~(i)~~** ~~explain how the earth-sun relationships produce day and night, seasons and major climatic variations and cause the need for time zones;~~

**~~(ii)~~** ~~describe the four provinces (plains, mountains, plateau, and basin and range) that make up New Mexico’s land surface (geographic conditions);~~

**~~(5)~~** ~~grades K-4 benchmark 2-E: describe how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict;~~

**~~(a)~~** ~~grade K performance standard: identify classroom population;~~

**~~(b)~~** ~~grade 1 performance standard: identify characteristics of culture (e.g., language, customs, religion, shelter);~~

**~~(c)~~** ~~grade 2 performance standard: describe how characteristics of culture affect behaviors and lifestyles;~~

**~~(d)~~** ~~grade 3 performance standards:~~

**~~(i)~~** ~~describe how patterns of culture vary geographically;~~

**~~(ii)~~** ~~describe how transportation and communication networks are used in daily life;~~

**~~(iii)~~** ~~describe how cooperation and conflict affect neighborhoods and communities;~~

**~~(e)~~** ~~grade 4 performance standards:~~

**~~(i)~~** ~~describe how cultures change;~~

**~~(ii)~~** ~~describe how geographic factors influence the location and distribution of economic activities;~~

**~~(iii)~~** ~~describe types and patterns of settlements;~~

**~~(iv)~~** ~~identify the causes of human migration;~~

**~~(v)~~** ~~describe how and why people create boundaries and describe types of boundaries;~~

**~~(6)~~** ~~grades K-4 benchmark 2-F: describe how natural and man-made changes affect the meaning, use, distribution and value of resources;~~

**~~(a)~~** ~~grade K performance standard: identify natural resources;~~

**~~(b)~~** ~~grade 1 performance standards:~~

**~~(i)~~** ~~describe the role of resources in daily life;~~

**~~(ii)~~** ~~describe ways that humans depend upon, adapt to and affect the physical environment;~~

**~~(c)~~** ~~grade 2 performance standard: describe ways that people and groups can conserve and replenish natural resources;~~

**~~(d)~~** ~~grade 3 performance standard: identify the characteristics of renewable and nonrenewable resources;~~

**~~(e)~~** ~~grade 4 performance standard: identify the distributions of natural and man-made resources in New Mexico, the southwest and the United States.~~

**~~C.~~** ~~Strand 3: Civics and government. Content standard 3: Students understand the ideals, rights and responsibilities of citizenship and understand the content and history of the founding documents of the United States, with particular emphasis on the United States and New Mexico constitutions, and how governments function at local, state, tribal and national levels. Students will:~~

**~~(1)~~** ~~grades K-4 benchmark 3-A: know the fundamental purposes, concepts, structures and functions of local, state, tribal and national governments;~~

**~~(a)~~** ~~grade K performance standard: identify authority figures and describe their roles (e.g., parents, teachers, principal, superintendent, police, public officials);~~

**~~(b)~~** ~~grade 1 performance standards:~~

**~~(i)~~** ~~understand the purpose of rules, identify examples of rules and the consequences of breaking them;~~

**~~(ii)~~** ~~describe different groups and rules that apply to them (e.g., families, classrooms, communities);~~

**~~(c)~~** ~~grade 2 performance standards:~~

**~~(i)~~** ~~understand the purposes of government;~~

**~~(ii)~~** ~~describe and compare class rules made by direct democracy (entire class votes on the rules) and by representative democracy (class elects a smaller group to make the rules);~~

**~~(d)~~** ~~grade 3 performance standards:~~

**~~(i)~~** ~~explain the basic structure and functions of local governments;~~

**~~(ii)~~** ~~describe and give examples of “public good;”~~

**~~(iii)~~** ~~explain how New Mexico helps to form a nation with other states;~~

**~~(e)~~** ~~grade 4 performance standards:~~

**~~(i)~~** ~~explain how the organization of New Mexico’s government changed during its early history;~~

**~~(ii)~~** ~~compare how the state of New Mexico serves national interests and the interests of New Mexicans;~~

**~~(iii)~~** ~~explain the difference between making laws, carrying out the laws and determining if the laws have been broken; and identify the government bodies that perform these functions at the local, state, tribal and national levels;~~

**~~(2)~~** ~~grades K-4 benchmark 3-B: identify and describe the symbols, icons, songs, traditions and leaders of local, state, tribal and national levels that exemplify ideals and provide continuity and a sense of community across time;~~

**~~(a)~~** ~~grade K performance standards:~~

**~~(i)~~** ~~recognize and name symbols and activities of the United States, New Mexico and tribes, to include: United States symbols (to include the flag, bald eagle, monuments), New Mexico symbols (to include the flag, Smokey Bear, state bird, chile), tribal symbols and activities (to include feast days, pottery, arts, storytelling);~~

**~~(ii)~~** ~~recognize patriotic activities, including~~ *~~“The Pledge of Allegiance,”~~**~~“The Star Spangled Banner,”~~* ~~salute to the New Mexico flag and New Mexico state songs;~~

**~~(b)~~** ~~grade 1 performance standards:~~

**~~(i)~~** ~~identify the president of the United States and the governor of New Mexico;~~

**~~(ii)~~** ~~describe how local, state, tribal and national leaders exemplify the ideals of the communities they represent;~~

**~~(c)~~** ~~grade 2 performance standard: identify local governing officials and explain how their roles reflect their community;~~

**~~(d)~~** ~~grade 3 performance standard: explain how symbols, songs, icons and traditions combine to reflect various cultures over time;~~

**~~(e)~~** ~~grade 4 performance standard: describe various cultures and the communities they represent and explain how they have evolved over time;~~

**~~(3)~~** ~~grades K-4 benchmark 3-C: become familiar with the basic purposes of government in New Mexico and the United States;~~

**~~(a)~~** ~~grade K performance standard: describe and provide examples of fairness;~~

**~~(b)~~** ~~grade 1 performance standard: describe different ways to determine a decision; e.g., majority rule, consensus, authoritarian (e.g., parent, teacher, principal);~~

**~~(c)~~** ~~grade 2 performance standard: describe the concept of “public good” and identify local examples of systems that support the “public good;”~~

**~~(d)~~** ~~grade 3 performance standards:~~

**~~(i)~~** ~~describe how the majority protects the rights of the minority;~~

**~~(ii)~~** ~~explain how rules/laws are made and compare different processes used by local, state, tribal and national governments to determine rules/laws;~~

**~~(e)~~** ~~grade 4 performance standard: compare and contrast how the various governments have applied rules/laws, majority rule, “public good” and protections of the minority in different periods of New Mexico’s history;~~

**~~(4)~~** ~~grades K-4 benchmark 3-D: understand rights and responsibilities of “good citizenship” as members of a family, school and community;~~

**~~(a)~~** ~~grade K performance standards:~~

**~~(i)~~** ~~describe what is meant by citizenship;~~

**~~(ii)~~** ~~explain what is meant by “good citizenship,” to include: (e.g., taking turns and sharing, taking responsibility for own actions, assignments and personal belongings within the classroom, and respecting the property of others);~~

**~~(b)~~** ~~grade 1 performance standards:~~

**~~(i)~~** ~~identify examples of honesty, courage, fairness, loyalty, patriotism and other character traits seen in American history;~~

**~~(ii)~~** ~~explain and apply “good citizenship” traits within the school and community using the elements of fair play, good sportsmanship, the idea of treating others the way you want to be treated, and being trustworthy;~~

**~~(c)~~** ~~grade 2 performance standards:~~

**~~(i)~~** ~~understand characteristics of “good citizenship” as exemplified by historic and ordinary people;~~

**~~(ii)~~** ~~explain the responsibilities of being a member of various groups (e.g., family, school, community);~~

**~~(d)~~** ~~grade 3 performance standards:~~

**~~(i)~~** ~~explain the significance of participation and cooperation in a classroom and community;~~

**~~(ii)~~** ~~understand the impact of individual and group decisions on communities in a democratic society;~~

**~~(iii)~~** ~~explain the significance and process of voting;~~

**~~(e)~~** ~~grade 4 performance standards:~~

**~~(i)~~** ~~explain the difference between rights and responsibilities, why we have rules and laws, and the role of citizenship in promoting them;~~

**~~(ii)~~** ~~examine issues of human rights.~~

**~~D.~~** ~~Strand 4: Economics. Content standard 4: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities and governments. Students will:~~

**~~(1)~~** ~~grades K-4 benchmark 4-A: understand that individuals, households, businesses, governments and societies make decisions that affect the distribution of resources, and that these decisions are influenced by incentives (both economic and intrinsic);~~

**~~(a)~~** ~~grade K performance standard: understand that basic human needs are met in many ways;~~

**~~(b)~~** ~~grade 1 performance standards:~~

**~~(i)~~** ~~understand how resources are limited and varied in meeting human needs;~~

**~~(ii)~~** ~~define and differentiate between needs and wants;~~

**~~(c)~~** ~~grade 2 performance standard: identify economic decisions made by individuals and households, and explain how resources are distributed;~~

**~~(d)~~** ~~grade 3 performance standards:~~

**~~(i)~~** ~~explain that people want more goods and services than is possible to produce;~~

**~~(ii)~~** ~~define and categorize resources (e.g., human, financial, natural);~~

**~~(iii)~~** ~~identify a variety of products that use similar resources;~~

**~~(e)~~** ~~grade 4 performance standards:~~

**~~(i)~~** ~~understand when choices are made that those choices impose “opportunity costs;”~~

**~~(ii)~~** ~~describe different economic, public and community incentives (wages, business profits, amenities rights for property owners and renters);~~

**~~(iii)~~** ~~illustrate how resources can be used in alternative ways and sometimes allocated to different users;~~

**~~(iv)~~** ~~explain why there may be unequal distribution of resources (e.g., among people, communities, states, nations);~~

**~~(v)~~** ~~understand and explain how conflict may arise between private and public incentives (e.g., new parks, parking structures);~~

**~~(2)~~** ~~grades K-4 benchmark 4-B: understand that economic systems impact the way individuals, households, businesses, governments and societies make decisions about goods and services;~~

**~~(a)~~** ~~grade K performance standards:~~

**~~(i)~~** ~~understand the concept of product (something produced by human, mechanical, or natural process);~~

**~~(ii)~~** ~~understand the importance of jobs;~~

**~~(b)~~** ~~grade 1 performance standards:~~

**~~(i)~~** ~~understand the concept of goods and services;~~

**~~(ii)~~** ~~understand the condition of not being able to have all of the goods and services one wants;~~

**~~(iii)~~** ~~understand the value of work;~~

**~~(c)~~** ~~grade 2 performance standards:~~

**~~(i)~~** ~~understand the roles of producers and consumers in the production of goods and services;~~

**~~(ii)~~** ~~explain the role of the worker in the local economy;~~

**~~(d)~~** ~~grade 3 performance standards:~~

**~~(i)~~** ~~recognize that a market system exists whenever buyers and sellers exchange goods and services;~~

**~~(ii)~~** ~~understand how businesses operate in the United States’ free-enterprise system;~~

**~~(iii)~~** ~~identify examples of economic systems;~~

**~~(e)~~** ~~grade 4 performance standards:~~

**~~(i)~~** ~~understand how the characteristics and benefits of the free enterprise system in New Mexico compares to other economic systems in New Mexico (e.g., acequia systems);~~

**~~(ii)~~** ~~explain that the government raises money by taxing and borrowing to pay for the goods and services it provides;~~

**~~(3)~~** ~~grades K-4 benchmark 4-C: understand the patterns and results of trade and exchange among individuals, households, businesses, governments and societies and their interdependent qualities;~~

**~~(a)~~** ~~grade K performance standard: describe trade (e.g., buying and selling, bartering, simple exchange);~~

**~~(b)~~** ~~grade 1 performance standard: define the simplest form of exchange (e.g., the barter system, being the direct trading of goods and services between people);~~

**~~(c)~~** ~~grade 2 performance standard: understand that money is the generally accepted medium of exchange in most societies, and that different countries use different currencies;~~

**~~(d)~~** ~~grade 3 performance standards:~~

**~~(i)~~** ~~understand the purposes of spending and saving money;~~

**~~(ii)~~** ~~identify currency, credit, debit and checks as the basic mediums of exchange in western society;~~

**~~(e)~~** ~~grade 4 performance standards:~~

**~~(i)~~** ~~identify patterns of work and economic activity in New Mexico and their sustainability over time (e.g., farming, ranching, mining, retail, transportation, manufacturing, tourism, high tech);~~

**~~(ii)~~** ~~explain how New Mexico, the United States and other parts of the world are economically interdependent;~~

**~~(iii)~~** ~~explain that banks handle currency and other forms of money and serve as intermediaries between savers and borrowers;~~

**~~(iv)~~** ~~explain that money can be used to express the “market value” of goods and services in the form of prices;~~

**~~(v)~~** ~~use data to explain an economic pattern.~~

~~[6.29.11.8 NMAC - Rp, 6.30.2.16 NMAC, 6/30/2009]~~

**~~6.29.11.9 CONTENT STANDARDS WITH BENCHMARKS AND PERFORMANCE STANDARDS FOR THE SOCIAL STUDIES, Grades 5-8:~~**

**~~A.~~** ~~Strand 1: History. Content standard 1: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States and world history in order to understand the complexity of the human experience. Students will:~~

**~~(1)~~** ~~grades 5-8 benchmark 1-A. New Mexico: explore and explain how people and events have influenced the development of New Mexico up to the present day;~~

**~~(a)~~** ~~grade 5 performance standards:~~

**~~(i)~~** ~~describe changes of governance of New Mexico (e.g., indigenous, Spanish, Mexican, French, Texan, confederate, United States);~~

**~~(ii)~~** ~~explain the reasons for European exploration of the Americas;~~

**~~(b)~~** ~~grade 6 performance standard: describe the relationships among ancient civilizations of the world (e.g., scientific discoveries, architecture, politics, cultures and religious systems) and their connection to the early development of New Mexico;~~

**~~(c)~~** ~~grade 7 performance standards:~~

**~~(i)~~** ~~compare and contrast the contributions of the civilizations of the western hemisphere (e.g., Aztecs, Mayas, Toltecs, mound builders) with the early civilizations of the eastern hemisphere (e.g., Sumerians, Babylonians, Hebrews, Egyptians) and their impact upon societies, to include: effect on world economies and trade; roles of people, class structures, language; religious traditions and forms of government; and cultural and scientific contributions (e.g., advances in astronomy, mathematics, agriculture, architecture, artistic and oral traditions, development of writing systems and calendars);~~

**~~(ii)~~** ~~describe the characteristics of other indigenous peoples that had an effect upon New Mexico’s development (e.g., pueblo farmers, great plains horse culture, nomadic bands, etc. - noting their development of tools, trading routes, adaptation to environments, social structure, domestication of plants and animals);~~

**~~(iii)~~** ~~explain the significance of trails and trade routes within the region (e.g., Spanish trail, Camino Real, Santa Fe trail);~~

**~~(iv)~~** ~~describe how important individuals, groups and events impacted the development of New Mexico from 16th century to the present (e.g., Don Juan de Oñate, Don Diego de Vargas, pueblo revolt, Popé, 1837 revolt, 1848 rebellion, treaty of Guadalupe Hildago, William Becknell and the Santa Fe trail, buffalo soldiers, Lincoln county war, Navajo long walk, Theodore Roosevelt and the rough riders, Robert Goddard, J. Robert Oppenheimer, Smokey Bear, Dennis Chavez, Manuel Lujan, Manhattan project, Harrison Schmitt, Albuquerque international balloon fiesta);~~

**~~(v)~~** ~~explain how New Mexicans have adapted to their physical environments to meet their needs over time (e.g., living in the desert, control over water resources, pueblo structure, highway system, use of natural resources);~~

**~~(vi)~~** ~~explain the impact of New Mexico on the development of the American west up to the present, to include: availability of land (e.g., individual, government, railroad, tribal, etc.); government land grants/treaties; transportation (e.g., wagons, railroads, automobile); identification and use of natural and human resources; population growth and economic patterns; and cultural interactions among indigenous and arriving populations and the resulting changes;~~

**~~(d)~~** ~~grade 8 performance standards:~~

**~~(i)~~** ~~compare and contrast the settlement patterns of the American southwest with other regions of the United States;~~

**~~(ii)~~** ~~analyze New Mexico’s role and impact on the outcome of the civil war (e.g., strategic geographic location, significance of the battle of Glorieta Pass, trade routes to California, native allegiances);~~

**~~(iii)~~** ~~explain the role New Mexico played in the United States participation in the Spanish American war;~~

**~~(2)~~** ~~grades 5-8 benchmark 1-B. United States: analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the civil war and reconstruction in United States history;~~

**~~(a)~~** ~~grade 5 performance standards:~~

**~~(i)~~** ~~explain the motivations for the European exploration of the Americas (e.g., Leif Ericson, Christopher Columbus, John Cabot, Hernán Cortez, Jacques Cartier, Henry Hudson);~~

**~~(ii)~~** ~~describe and explain the reasons for colonization, to include: religious freedom, desire for land, economic opportunity, a new way of life, including the roles and views of key individuals who founded colonies (e.g., John Smith, William Penn, Lord Baltimore);~~

**~~(iii)~~** ~~explain the significance of major historical documents (e.g., the Mayflower compact, the declaration of independence, the federalist papers, United States constitution, bill of rights, the Gettysburg address);~~

**~~(iv)~~** ~~identify the interactions between American Indians and European settlers, including agriculture, cultural exchanges, alliances and conflicts (e.g., the first Thanksgiving, the pueblo revolt, French and Indian war);~~

**~~(v)~~** ~~describe how the introduction of slavery into the Americas, and especially the United States, laid a foundation for conflict;~~

**~~(vi)~~** ~~explain early representative government and identify democratic practices that emerged (e.g., Iroquois nation model, town meetings, assemblies);~~

**~~(b)~~** ~~grade 6 performance standard: explain and describe the origins, obstacles and impact of the age of exploration, to include: improvements in technology (e.g., the clock, the sextant, work of Prince Henry the navigator), voyages of Columbus to the new world and the later searches for the northwest passage, introduction of disease and the resulting population decline (especially among indigenous peoples), exchanges of technology, ideas, agricultural products and practices;~~

**~~(c)~~** ~~grade 7 performance standard: analyze United States political policies on expansion of the United States into the southwest (e.g., Mexican cession, Gadsden purchase, broken treaties, long walk of the Navajos);~~

**~~(d)~~** ~~grade 8 performance standards:~~

**~~(i)~~** ~~describe, evaluate and interpret the economic and political reasons for the American revolution, to include: attempts to regulate colonial trade through passage of Tea Act, Stamp Act and Intolerable Acts; colonists’ reaction to British policy (e.g., boycotts, the sons of liberty, petitions, appeals to parliament); the ideas expressed in the declaration of independence, including the preamble;~~

**~~(ii)~~** ~~describe the aspirations, ideals and events that served as the foundation for the creation of a new national government, to include: articles of confederation, the constitution and the success of each in implementing the ideals of the declaration of independence; major debates of the constitutional convention and their resolution (e.g., the federalist papers), contributions and roles of major individuals in the writing and ratification of the constitution (e.g., George Washington, James Madison, Alexander Hamilton, Thomas Jefferson, James Monroe, John Jay); struggles over ratification of the constitution and the creation of the bill of rights;~~

**~~(iii)~~** ~~describe and explain the actions taken to build one nation from thirteen states, to include: precedents established by George Washington (e.g., cabinet, two-term presidency); Alexander Hamilton’s financial plan (e.g., the national bank, payment of debts); creation of political parties (democratic republicans and the federalists);~~

**~~(iv)~~** ~~describe the successes and failures of the reforms during the age of Jackson, to include: extension of franchise to all white men; Indian removal, the trail of tears, the long walk; abolition movement (e.g., Quakers, Harriet Tubman, underground railroad);~~

**~~(v)~~** ~~describe, explain and analyze the aims and impact of western expansion and the settlement of the United States, to include: American belief in manifest destiny and how it led to the Mexican war and its consequences; comparison of African American and Native American slavery; westward migration of peoples (e.g., Oregon, California, Mormons and southwest); origins and early history of the women’s movement;~~

**~~(vi)~~** ~~explain how sectionalism led to the civil war, to include: different economies that developed in the north, south and west; addition of new states to the union and the balance of power in the United States senate (Missouri and 1850 compromises); extension of slavery into the territories (e.g., Dred Scott decision, Kansas-Nebraska Act, Frederick Douglass, John Brown); presidential election of 1860, Lincoln’s victory and the south’s secession;~~

**~~(vii)~~** ~~explain the course and consequences of the civil war and how it divided people in the United States, to include: contributions and significance of key figures (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, William Tecumseh Sherman, Ulysses S. Grant); major turning points in the civil war, including Gettysburg; unique nature of the civil war (e.g., impact of Americans fighting Americans, high casualties caused by disease and type of warfare, widespread destruction of American property); role of African Americans; purpose and effect of the emancipation proclamation;~~

**~~(viii)~~** ~~analyze the character and lasting consequences of reconstruction, to include: reconstruction plans; impact of Lincoln’s assassination and the impeachment of Andrew Johnson; attempts to protect the rights and enhance the opportunities for freedmen by the 13th, 14th and 15th amendments to the United States constitution; post-civil war segregation policies and their resulting impact on racial issues in the United States;~~

**~~(3)~~** ~~grades 5-8 benchmark 1-C. World: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration;~~

**~~(a)~~** ~~grade 5 performance standards:~~

**~~(i)~~** ~~describe the characteristics of early societies, including the development of tools and adaptation to environments;~~

**~~(ii)~~** ~~identify, describe and explain the political, religious, economic and social conditions in Europe that led to the era of colonization;~~

**~~(iii)~~** ~~identify the European countries that colonized the North American continent and their areas of settlement;~~

**~~(iv)~~** ~~describe the development of slavery as a widespread practice that limits human freedoms and potentials;~~

**~~(b)~~** ~~grade 6 performance standards:~~

**~~(i)~~** ~~describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include: significance of river valleys; early irrigation and its impact on agriculture; forms of government (e.g., the theocracies in Egypt, dynasties in China); effect on world economies and trade; key historical figures; religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids);~~

**~~(ii)~~** ~~describe and analyze the geographic, political, economic, religious and social structures of early civilizations of India, to include: location and description of the river systems and other topographical features that supported the rise of this civilization; significance of the Aryan invasions; structure and function of the caste system; important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the number zero);~~

**~~(iii)~~** ~~describe and analyze the geographic, political, economic, religious and social structures of the early civilizations in China, to include: location and description of the origins of Chinese civilization in the Huang-He valley, Shang dynasty, geographical features of China that made governance and movement of ideas and goods difficult and served to isolate the country; life of Confucius and the fundamental teachings of Confucianism and Taoism; rule by dynasties (e.g., Shang, Qin, Han, Tang, and Ming); historical influence of China on other parts of the world (e.g., tea, paper, wood-block printing, compass, gunpowder);~~

**~~(iv)~~** ~~describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g., founding leaders, traditions, customs, beliefs);~~

**~~(v)~~** ~~compare and contrast the geographic, political, economic, and social characteristics of the ancient Greek, ancient Roman, Ottoman, Indian, Arabic, African and middle eastern civilizations and their enduring impacts on later civilizations, to include: influence of Mediterranean geography on the development and expansion of the civilizations; development of concepts of government and citizenship (e.g., democracy, republic, codification of laws, Code of Hammurabi); scientific and cultural advancements (e.g., networks of roads, aqueducts, art, architecture, literature, theater, philosophy); contributions and roles of key figures (e.g., Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus);~~

**~~(vi)~~** ~~compare and contrast the political and economic events and the social and geographic characteristics of medieval European life and their enduring impacts on later civilizations, to include: creation and expansion of the Byzantine empire; reasons for the fall of the Roman Empire; new forms of government, feudalism and the beginning of limited government with the Magna Carta; role of the roman catholic church and its monasteries; causes, course and effects of the Crusades; impact of the black plague; contributions and roles of key figures (e.g., Charlemagne, Joan of Arc, Marco Polo);~~

**~~(c)~~** ~~grade 7 performance standard: compare and contrast the influence of Spain on the western hemisphere from colonization to the present;~~

**~~(d)~~** ~~grade 8 performance standards:~~

**~~(i)~~** ~~describe and explain the significance of the line of demarcation on the colonization of the new world;~~

**~~(ii)~~** ~~compare and contrast the influence of European countries (e.g., England, France, Holland) on the development of colonies in the new world;~~

**~~(iii)~~** ~~describe and explain the impact of the American revolution on France and the French revolution;~~

**~~(4)~~** ~~grades 5-8 benchmark 1-D. skills: research historical events and people from a variety of perspectives;~~

**~~(a)~~** ~~grade 5 performance standards:~~

**~~(i)~~** ~~differentiate between, locate and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire information;~~

**~~(ii)~~** ~~use resources for historical information (e.g., libraries, museums, historical societies, courthouse, worldwide web, family records, elders);~~

**~~(iii)~~** ~~gather, organize and interpret information using a variety of media and technology;~~

**~~(iv)~~** ~~show the relationship between social contexts and events;~~

**~~(v)~~** ~~use effective communication skills and strategies to share research findings;~~

**~~(b)~~** ~~grade 6 performance standards:~~

**~~(i)~~** ~~organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions;~~

**~~(ii)~~** ~~identify different points of view about an issue or topic;~~

**~~(iii)~~** ~~use a decision-making process to identify a situation that requires a solution; gather information, identify options, predict consequences and take action to implement that solution;~~

**~~(c)~~** ~~grade 7 performance standards:~~

**~~(i)~~** ~~analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions;~~

**~~(ii)~~** ~~demonstrate the ability to examine history from the perspectives of the participants;~~

**~~(iii)~~** ~~use the problem-solving process to identify a problem; gather information, list and consider advantages and disadvantages, choose and implement a solution and evaluate the effectiveness of the solution using technology to present findings;~~

**~~(d)~~** ~~grade 8 performance standard: demonstrate understanding and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, posing questions to be answered by historical inquiry; collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives.~~

**~~B.~~** ~~Strand 2: Geography. Content standard 2: Students understand how physical, natural and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments. Students will:~~

**~~(1)~~** ~~grades 5-8 benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues;~~

**~~(a)~~** ~~grade 5 performance standards:~~

**~~(i)~~** ~~make and use different kinds of maps, globes, charts and databases;~~

**~~(ii)~~** ~~demonstrate how different areas of the United States are organized and interconnected;~~

**~~(iii)~~** ~~identify and locate each of the fifty states and capitols of the United States;~~

**~~(iv)~~** ~~identify tribal territories within states;~~

**~~(v)~~** ~~employ fundamental geographic vocabulary (e.g., latitude, longitude, interdependence, accessibility, connections);~~

**~~(vi)~~** ~~demonstrate a relational understanding of time zones;~~

**~~(vii)~~** ~~use spatial organization to communicate information;~~

**~~(viii)~~** ~~identify and locate natural and man-made features of local, regional, state, national and international locales;~~

**~~(b)~~** ~~grade 6 performance standards:~~

**~~(i)~~** ~~identify the location of places using latitude and longitude;~~

**~~(ii)~~** ~~draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features;~~

**~~(c)~~** ~~grade 7 performance standards:~~

**~~(i)~~** ~~describe ways that mental maps reflect attitudes about places;~~

**~~(ii)~~** ~~describe factors affecting location of human activities, including land-use patterns in urban, suburban and rural areas;~~

**~~(d)~~** ~~grade 8 performance standards:~~

**~~(i)~~** ~~describe patterns and processes of migration and diffusion;~~

**~~(ii)~~** ~~provide a historic overview of patterns of population expansion into the west by the many diverse groups of people (e.g., Native Americans, European Americans and others) to include movement into the southwest along established settlement, trade and rail routes;~~

**~~(2)~~** ~~grades 5-8 benchmark 2-B: explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change;~~

**~~(a)~~** ~~grade 5 performance standards:~~

**~~(i)~~** ~~describe human and natural characteristics of places;~~

**~~(ii)~~** ~~describe similarities and differences among regions of the globe and their patterns of change;~~

**~~(b)~~** ~~grade 6 performance standards:~~

**~~(i)~~** ~~explain how places change due to human activity;~~

**~~(ii)~~** ~~explain how places and regions serve as cultural symbols and explore the influences and effects of regional symbols;~~

**~~(iii)~~** ~~identify a region by its formal, functional or perceived characteristics;~~

**~~(c)~~** ~~grade 7 performance standards:~~

**~~(i)~~** ~~select and explore a region by its distinguishing characteristics;~~

**~~(ii)~~** ~~describe the role of technology in shaping the characteristics of places;~~

**~~(iii)~~** ~~explain how and why regions change, using global examples;~~

**~~(iv)~~** ~~describe geographically-based pathways of inter-regional interaction (e.g., the Camino Real’s role in establishing a major trade and communication route in the new world, the significance of waterways);~~

**~~(d)~~** ~~grade 8 performance standards:~~

**~~(i)~~** ~~describe how individual and cultural characteristics affect perceptions of locales and regions;~~

**~~(ii)~~** ~~describe political, population and economic regions that result from patterns of human activity, using New Mexico as an example;~~

**~~(3)~~** ~~grades 5-8 benchmark 2-C: understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes;~~

**~~(a)~~** ~~grade 5 performance standards:~~

**~~(i)~~** ~~describe how man-made and natural environments have influenced conditions in the past;~~

**~~(ii)~~** ~~identify and define geographic issues and problems from accounts of current events;~~

**~~(b)~~** ~~grade 6 performance standard: compare and contrast the influences of man-made and natural environments upon ancient civilizations;~~

**~~(c)~~** ~~grade 7 performance standards:~~

**~~(i)~~** ~~explain how differing perceptions of places, people and resources have affected events and conditions in the past;~~

**~~(ii)~~** ~~interpret and analyze geographic information obtained from a variety of sources (e.g., maps, directly witnessed and surveillanced photographic and digital data, personal documents and interviews, symbolic representations - graphs, charts, diagrams, tables, etc.);~~

**~~(iii)~~** ~~recognize geographic questions and explain how to plan and execute an inquiry to answer them;~~

**~~(iv)~~** ~~explain a contemporary issue using geographic knowledge, tools and perspectives;~~

**~~(d)~~** ~~grade 8 performance standard: explain and evaluate how changing perceptions of place and the natural environment have affected human behavior;~~

**~~(4)~~** ~~grades 5-8 benchmark 2-D: explain how physical processes shape the earth’s surface patterns and biosystems;~~

**~~(a)~~** ~~grade 5 performance standard: explain how the four provinces of New Mexico’s land surface (plains, mountains, plateau, basin and range) support life;~~

**~~(b)~~** ~~grade 6 performance standard: describe how physical processes shape the environmental patterns of air, land, water, plants and animals;~~

**~~(c)~~** ~~grade 7 performance standards:~~

**~~(i)~~** ~~explain how physical processes influence the formation and location of resources;~~

**~~(ii)~~** ~~use data to interpret changing patterns of air, land, water, plants and animals;~~

**~~(iii)~~** ~~explain how ecosystems influence settlements and societies;~~

**~~(d)~~** ~~grade 8 performance standard: explain how human activities and physical processes influence change in ecosystems;~~

**~~(5)~~** ~~grades 5-8 benchmark 2-E: explain how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict;~~

**~~(a)~~** ~~grade 5 performance standards: explain how physical features influenced the expansion of the United States;~~

**~~(b)~~** ~~grade 6 performance standards:~~

**~~(i)~~** ~~explain how human migration impacts places, societies and civilizations;~~

**~~(ii)~~** ~~describe, locate and compare different settlement patterns throughout the~~ **~~(iii)~~** ~~explain how cultures create a cultural landscape, locally and throughout the world, and how these landscapes change over time;~~

**~~(c)~~** ~~grade 7 performance standards:~~

**~~(i)~~** ~~analyze New Mexico settlement patterns and their impact on current issues;~~

**~~(ii)~~** ~~describe and analyze how the study of geography is used to improve our quality of life, including urban and environmental planning;~~

**~~(iii)~~** ~~explain the accessibility to the New Mexico territory via the Santa Fe trail and the railroad, conflicts with indigenous peoples and the resulting development of New Mexico;~~

**~~(d)~~** ~~grade 8 performance standard: explain and describe how movement of people impacted and shaped western settlement;~~

**~~(6)~~** ~~grades 5-8 benchmark 2-F: understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution and relative importance of resources;~~

**~~(a)~~** ~~grade 5 performance standard: understand how resources impact daily life;~~

**~~(b)~~** ~~grade 6 performance standard: describe how human modifications to physical environments and use of resources in one place often lead to changes in other places;~~

**~~(c)~~** ~~grade 7 performance standards:~~

**~~(i)~~** ~~describe and evaluate the use and distribution of resources and their impact on countries throughout the world;~~

**~~(ii)~~** ~~describe how environmental events (e.g., hurricanes, tornados, floods) affect human activities and resources;~~

**~~(d)~~** ~~grade 8 performance standard: describe the differing viewpoints that individuals and groups have with respect to the use of resources.~~

**~~C.~~** ~~Strand 3: Civics and government. Content standard 3: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States, with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal and national levels. Students will:~~

**~~(1)~~** ~~grades 5-8 Benchmark 3-A: demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national);~~

**~~(a)~~** ~~grade 5 performance standards:~~

**~~(i)~~** ~~explain how the three branches of national government function and explain how they are defined in the United States constitution;~~

**~~(ii)~~** ~~identify the fundamental ideals and principles of our republican form of government (e.g., inalienable rights such as “life, liberty, and the pursuit of happiness,” the rule of law, justice, equality under the law);~~

**~~(iii)~~** ~~identify and describe the significance of American symbols, landmarks and essential documents (e.g., declaration of independence; United States constitution; bill of rights; the federalist papers; Washington, D.C.; liberty bell; Gettysburg address; statue of liberty; government to government accords; treaty of Guadalupe Hildago; Gadsden purchase);~~

**~~(iv)~~** ~~compare and contrast the basic government sovereignty of local, state, tribal and national governments;~~

**~~(b)~~** ~~grade 6 performance standards:~~

**~~(i)~~** ~~describe the concept of democracy as developed by the Greeks and compare the evolution of democracies throughout the world;~~

**~~(ii)~~** ~~describe the concept of republic as developed by the Romans and compare to other republican governments;~~

**~~(c)~~** ~~grade 7 performance standards:~~

**~~(i)~~** ~~explain the structure and functions of New Mexico’s state government as expressed in the New Mexico constitution, to include: roles and methods of initiative, referendum and recall processes; function of multiple executive offices; election process (e.g., primaries and general elections); criminal justice system (e.g., juvenile justice);~~

**~~(ii)~~** ~~explain the roles and relationships of different levels of the legislative process, to include: structure of New Mexico legislative districts (e.g., number of districts, students’ legislative districts, representatives and senators of the students’ districts); the structure of the New Mexico legislature and leaders of the legislature during the current session (e.g., bicameral, house of representatives and senate, speaker of the house of representatives, senate pro tem);~~

**~~(iii)~~** ~~compare the structure and functions of the New Mexico legislature with that of the state’s tribal governments (e.g., pueblo Indian council; Navajo, Apache and Hopi nations).~~

**~~(d)~~** ~~grade 8 performance standards:~~

**~~(i)~~** ~~explain the structure and functions of the national government as expressed in the United States constitution, and explain the powers granted to the three branches of government and those reserved to the people, states and tribes, to include: the federal system (dividing sovereignty between the states and the federal government and their supporting bureaucracies); the sovereignty of Native American tribes in relation to state and federal governments (and government to government relationships); bill of rights, amendments to constitution; the primacy of individual liberty; constitution designed to secure our liberty by both empowering and limiting central government; struggles over the creation of the bill of rights and its ratification; separation of powers through the development of differing branches; John Marshall’s role in judicial review, including Marbury v. Madison;~~

**~~(ii)~~** ~~identify and describe a citizen's fundamental constitutional rights, to include: freedom of religion, expression, assembly and press; right to a fair trial; equal protection and due process;~~

**~~(iii)~~** ~~describe the contributions of Native Americans in providing a model that was utilized in forming the United States government (Iroquois league);~~

**~~(iv)~~** ~~explain and describe how water rights and energy issues cross state and national boundaries;~~

**~~(2)~~** ~~grades 5-8 benchmark 3-B: explain the significance of symbols, icons, songs, traditions and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity;~~

**~~(a)~~** ~~grade 5 performance standards:~~

**~~(i)~~** ~~explain the significance and importance of American customs, symbols, landmarks and celebrations;~~

**~~(ii)~~** ~~identify and summarize contributions of various racial, ethnic and religious groups to national identity;~~

**~~(iii)~~** ~~describe selected ethnic and religious customs and celebrations that enhance local, state, tribal and national identities;~~

**~~(b)~~** ~~grade 6 performance standard: describe the significance of leadership in democratic societies and provide examples of local, national and international leadership, to include: qualities of leadership; names and contributions of New Mexico leaders; names and contributions of national leaders;~~

**~~(c)~~** ~~grade 7 performance standards:~~

**~~(i)~~** ~~explain the concept of diversity and its significance within the political and social unity of New Mexico;~~

**~~(ii)~~** ~~describe ways in which different groups maintain their cultural heritage;~~

**~~(iii)~~** ~~explain how New Mexico’s state legislature and other state legislatures identify symbols representative of a state;~~

**~~(iv)~~** ~~identify official and unofficial public symbols of various cultures and describe how they are or are not exemplary of enduring elements of those cultures;~~

**~~(d)~~** ~~grade 8 performance standards:~~

**~~(i)~~** ~~explain how the development of symbols, songs, traditions and concepts of leadership reflect American beliefs and principles;~~

**~~(ii)~~** ~~explain the importance of point of view and its relationship to freedom of speech and press;~~

**~~(3)~~** ~~grades 5-8 benchmark 3-C: compare political philosophies and concepts of government that became the foundation for the American revolution and the United States government;~~

**~~(a)~~** ~~grade 5 performance standards:~~

**~~(i)~~** ~~describe the narrative of the people and events associated with the development of the United States constitution, and describe its significance to the foundation of the American republic, to include: colonists’ and Native Americans’ shared sense of individualism, independence and religious freedom that developed before the revolution; articles of confederation; purpose of the constitutional convention; natural rights expressed in the declaration of independence;~~

**~~(ii)~~** ~~describe the contributions and roles of major individuals, including George Washington, James Madison and Benjamin Franklin;~~

**~~(b)~~** ~~grade 6 performance standards:~~

**~~(i)~~** ~~explain how Greek and Roman societies expanded and advanced the role of citizen;~~

**~~(ii)~~** ~~identify historical origins of democratic forms of government (e.g., early civilizations, Native American governments);~~

**~~(c)~~** ~~grade 7 performance standards:~~

**~~(i)~~** ~~compare and contrast New Mexico’s entry into the United States with that of the original thirteen colonies;~~

**~~(ii)~~** ~~understand the structure and function of New Mexico government as created by the New Mexico constitution and how it supports local, tribal and federal governments;~~

**~~(d)~~** ~~grade 8 performance standards:~~

**~~(i)~~** ~~describe political philosophies and concepts of government that became the foundation for the American revolution and the United States government, to include: ideas of the nature of government and rights of the individuals expressed in the declaration of independence with its roots in English philosophers (e.g., John Locke); concept of limited government and the rule of law established in the Magna Carta and the English bill of rights; social covenant established in the Mayflower compact; characteristics of representative governments; anti-federalist and federalist arguments towards the new constitution, including those expressed in the federalist papers; concepts of federalism, democracy, bicameralism, separation of powers, and checks and balances;~~

**~~(ii)~~** ~~explain the concept and practice of separation of powers among the U.S. congress, the president and the supreme court;~~

**~~(iii)~~** ~~understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people;~~

**~~(4)~~** ~~grades 5-8 benchmark 3-D: explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes and countries;~~

**~~(a)~~** ~~grade 5 performance standard: explain the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law and to preserve the constitutions of local, state, tribal and federal governments;~~

**~~(b)~~** ~~grade 6 performance standard: understand that the nature of citizenship varies among societies;~~

**~~(c)~~** ~~grade 7 performance standards:~~

**~~(i)~~** ~~explain the obligations and responsibilities of citizenship (e.g., the obligations of upholding the constitution, obeying the law, paying taxes, jury duty);~~

**~~(ii)~~** ~~explain the roles of citizens in political decision-making (e.g., voting, petitioning public officials, analyzing issues);~~

**~~(d)~~** ~~grade 8 performance standards:~~

**~~(i)~~** ~~explain basic law-making processes and how the design of the United States constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., elections, political parties, interest groups);~~

**~~(ii)~~** ~~understand the multiplicity and complexity of human rights issues.~~

**~~D.~~** ~~Strand 4: Economics. Content standard 4: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities and governments. Students will:~~

**~~(1)~~** ~~grades 5-8 benchmark 4-A: explain and describe how individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating;~~

**~~(a)~~** ~~grade 5 performance standards:~~

**~~(i)~~** ~~understand the impact of supply and demand on consumers and producers in a free-enterprise system;~~

**~~(ii)~~** ~~understand the patterns of work and economic activities in New Mexico and the United States (e.g., farming, ranching, oil and gas production, high tech, manufacturing, medicine);~~

**~~(iii)~~** ~~describe the aspects of trade;~~

**~~(iv)~~** ~~explain how voluntary trade is not coercive;~~

**~~(b)~~** ~~grade 6 performance standard: explain and predict how people respond to economic and intrinsic incentives;~~

**~~(c)~~** ~~grade 7 performance standards:~~

**~~(i)~~** ~~explain how economic and intrinsic incentives influence how individuals, households, businesses, governments and societies allocate and use their scarce resources;~~

**~~(ii)~~** ~~explain why cooperation can yield higher benefits;~~

**~~(d)~~** ~~grade 8 performance standards:~~

**~~(i)~~** ~~explain and provide examples of economic goals;~~

**~~(ii)~~** ~~analyze the full costs and benefits of alternative uses of resources that will lead to productive use of resources today and in the future;~~

**~~(iii)~~** ~~explain that tension between individuals, groups and countries is often based upon differential access to resources;~~

**~~(2)~~** ~~grades 5-8 benchmark 4-B: explain how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services;~~

**~~(a)~~** ~~grade 5 performance standards:~~

**~~(i)~~** ~~explain how all economic systems must consider the following: What will be produced? How will it be produced? For whom will it be produced?~~

**~~(ii)~~** ~~identify the influence of bordering countries (Canada and Mexico) on United States commerce;~~

**~~(b)~~** ~~grade 6 performance standards:~~

**~~(i)~~** ~~describe the characteristics of traditional, command, market and mixed economic systems;~~

**~~(ii)~~** ~~explain how different economic systems affect the allocation of resources;~~

**~~(iii)~~** ~~understand the role that “factors of production” play in a society’s economy (e.g., natural resources, labor, capital, entrepreneurs);~~

**~~(c)~~** ~~grade 7 performance standards:~~

**~~(i)~~** ~~identify governmental activities that affect local, state, tribal and national economies;~~

**~~(ii)~~** ~~analyze the impact of taxing and spending decisions upon individuals, organizations, businesses and various government entities;~~

**~~(iii)~~** ~~explain the relationship of New Mexico with tribal governments regarding compact issues (e.g., taxes, gambling revenue, rights of way);~~

**~~(d)~~** ~~grade 8 performance standards:~~

**~~(i)~~** ~~describe the relationships among supply, demand and price and their roles in the United States market system;~~

**~~(ii)~~** ~~identify how fundamental characteristics of the United States’ economic system influence economic decision making (e.g., private property, profits, competition) at local, state, tribal and national levels;~~

**~~(iii)~~** ~~explain changing economic activities in the United States and New Mexico and the role of technology in those changes;~~

**~~(iv)~~** ~~identify situations in which price and value diverge;~~

**~~(v)~~** ~~describe the use of money over time (e.g., college funds beginning in elementary years, saving accounts, 401K accounts);~~

**~~(3)~~** ~~grade 5-8 benchmark 4-C: describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today’s world;~~

**~~(a)~~** ~~grade 5 performance standards:~~

**~~(i)~~** ~~explain basic economic patterns of early societies (e.g., hunter-gathers, early farming, trade);~~

**~~(ii)~~** ~~explain the economic motivation of exploration and colonization by colonial powers;~~

**~~(b)~~** ~~grade 6 performance standards:~~

**~~(i)~~** ~~compare and contrast the trade patterns of early civilizations;~~

**~~(ii)~~** ~~analyze the impact of the Neolithic agricultural revolution on mankind, and the impact of technological changes in the bronze age and the iron age;~~

**~~(c)~~** ~~grade 7 performance standards:~~

**~~(i)~~** ~~explain how specialization leads to interdependence and describe ways most Americans depend on people in other households, communities and nations for some of the goods they consume;~~

**~~(ii)~~** ~~understand the interdependencies between the economies of New Mexico, the United States and the world;~~

**~~(iii)~~** ~~understand the factors that currently limit New Mexico from becoming an urban state, including: the availability and allocation of water, and the extent to which New Mexico relies upon traditional economic forms (e.g., the acequia systems, localized agricultural markets);~~

**~~(iv)~~** ~~describe the relationship between New Mexico, tribal and United States economic systems;~~

**~~(v)~~** ~~compare and contrast New Mexico commerce with that of other states’ commerce;~~

**~~(d)~~** ~~grade 8 performance standards:~~

**~~(i)~~** ~~understand why various sections of the early United States developed different patterns of economic activity, and explore why and to what extent those differences remain today;~~

**~~(ii)~~** ~~understand how various economic forces resulted in the industrial revolution in the 19th century;~~

**~~(iii)~~** ~~explain how economic interdependence between countries around the world can improve the standard of living;~~

**~~(iv)~~** ~~explain the exchange rate as the price of a nation’s currency;~~

**~~(v)~~** ~~describe the role of technology in economic development, historically and in the contemporary world;~~

**~~(vi)~~** ~~describe how “cost/benefits” are determined by individuals, groups, societies and nations in capitalist systems.~~

~~[6.29.11.9 NMAC - Rp, 6.30.2.16 NMAC, 6/30/2009]~~

**~~6.29.11.10 CONTENT STANDARDS WITH BENCHMARKS AND PERFORMANCE STANDARDS FOR THE SOCIAL STUDIES, Grades 9-12:~~**

**~~A.~~** ~~Strand 1: History. Content standard 1: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States and world history, in order to understand the complexity of the human experience. Students will:~~

**~~(1)~~** ~~grades 9-12 benchmark 1-A. New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood;~~

**~~(a)~~** ~~compare and contrast the relationships over time of Native American tribes in New Mexico with other cultures;~~

**~~(b)~~** ~~analyze the geographic, economic, social and political factors of New Mexico that impact United States and world history, to include: land grant and treaty issues unresolved to present day and continuing to impact relations between and among citizens at the state, tribal and federal government levels; role of water issues as they relate to development of industry, population growth, historical issues and current acequia systems/water organizations; urban development; role of the federal government (e.g., military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects); unique role of New Mexico in the 21st century as a “minority majority” state;~~

**~~(c)~~** ~~analyze the role and impact of New Mexico and New Mexicans in World War II (e.g., Navajo code talkers, New Mexico national guard, internment camps, Manhattan project, Bataan death march);~~

**~~(d)~~** ~~analyze the impact of the arts, sciences and technology of New Mexico since World War II (e.g., artists, cultural artifacts, nuclear weapons, the arms race, technological advances, scientific developments, high-tech industries, federal laboratories);~~

**~~(e)~~** ~~explain how New Mexico history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include: analyze perspectives that have shaped the structures of historical knowledge; describe ways historians study the past; explain connections made between the past and the present and their impact;~~

**~~(2)~~** ~~grades 9-12 benchmark 1-B. United States: analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction;~~

**~~(a)~~** ~~analyze the impact and changes that reconstruction had on the historical, political and social development of the United States;~~

**~~(b)~~** ~~analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the industrial revolution, including: innovations in technology, evolution of marketing techniques, changes to the standard of living and the rise of consumer culture; rise of business leaders and their companies as major forces in America (e.g., John D. Rockefeller, Andrew Carnegie); development of monopolies and their impact on economic and political policies (e.g., laissez-faire economics, trusts, trust busting); growth of cities (e.g., influx of immigrants, rural-to-urban migrations, racial and ethnic conflicts that resulted); efforts of workers to improve working conditions (e.g., organizing labor unions, strikes, strike breakers); rise and effect of reform movements (e.g., Populists, William Jennings Bryan, Jane Addams, muckrakers); conservation of natural resources (e.g., the Grand Canyon, Yellowstone, Anasazi ruins at Mesa Verde, Colorado, National Reclamation Act of 1902); progressive reforms (e.g., the national income tax, direct election of senators, women’s suffrage, prohibition);~~

**~~(c)~~** ~~analyze the United States’ expanding role in the world during the late 19th and 20th centuries, to include: causes for a change in foreign policy from isolationism to interventionism; causes and consequences of the Spanish American war; expanding influence in the western hemisphere (e.g., the Panama canal, Roosevelt corollary added to the Monroe doctrine, the “big stick” policy, “dollar diplomacy”); events that led to the United States’ involvement in World War I; United States’ rationale for entry into World War I and impact on military process, public opinion and policy; United States’ mobilization in World War I (e.g., its impact on politics, economics and society); United States’ impact on the outcome of World War I; United States’ role in settling the peace (e.g., Woodrow Wilson, treaty of Versailles, league of nations, Senator Henry Cabot Lodge, Sr.);~~

**~~(d)~~** ~~analyze the major political, economic and social developments that occurred between World War I and World War II, to include: social liberation and conservative reaction during the 1920s (e.g., flappers, prohibition, the Scopes trial, the red scare); causes of the great depression (e.g., over production, under consumption, credit structure); rise of youth culture in the “jazz age”; development of mass/popular culture (e.g., rise of radio, movies, professional sports, popular literature); human and natural crises of the great depression, (e.g., unemployment, food lines, the dust bowl, western migration of midwest farmers); changes in policies, role of government and issues that emerged from the new deal (e.g., the works programs, social security, challenges to the supreme court); role of changing demographics on traditional communities and social structures;~~

**~~(e)~~** ~~analyze the role of the United States in World War II, to include: reasons the United States moved from a policy of isolationism to involvement after the bombing of Pearl Harbor; events on the home front to support the war effort (e.g., war bond drives, mobilization of the war industry, women and minorities in the work force); major turning points in the war (e.g., the battle of Midway, D-Day invasion, dropping of atomic bombs on Japan);~~

**~~(f)~~** ~~analyze the development of voting and civil rights for all groups in the United States following reconstruction, to include: intent and impact of the 13th, 14th and 15th Amendments to the constitution; segregation as enforced by Jim Crow laws following reconstruction; key court cases (e.g., Plessy v. Ferguson, Brown v. Board of Education of Topeka, Roe v. Wade); roles and methods of civil rights advocates (e.g., Martin Luther King, Jr., Malcolm X, Rosa Parks, Russell Means, César Chávez); the passage and effect of the voting rights legislation on minorities (e.g., 19th amendment, role of Arizona supreme court decision on Native Americans, their disenfranchisement under Arizona constitution and subsequent changes made in other state constitutions regarding Native American voting rights - such as New Mexico, 1962, 1964 Civil Rights Act, Voting Act of 1965, 24th Amendment); impact and reaction to the efforts to pass the Equal Rights Amendment, rise of black power, brown power, American Indian movement, united farm workers;~~

**~~(g)~~** ~~analyze the impact of World War II and the cold war on United States’ foreign and domestic policy, to include: origins, dynamics and consequences of the cold war tensions between the United States and the Soviet Union; new role of the United States as a world leader (e.g., Marshall plan, NATO); need for, establishment and support of the united nations; implementation of the foreign policy of containment, including the Truman doctrine; Red Scare (e.g., McCarthyism, House Un-American Activities Committee, nuclear weapons, arms race); external confrontations with communism (e.g., the Berlin blockade, Berlin wall, Bay of Pigs, Cuban missile crisis, Korea, Vietnam war); Sputnik and the space race; image of 1950s affluent society; political protests of Vietnam war); counterculture in the 1960s;~~

**~~(h)~~** ~~analyze the impact of the post-cold war Era on United States’ foreign policy, to include: role of the United States in supporting democracy in eastern Europe following the collapse of the Berlin wall; new allegiances in defining the new world order; role of technology in the information age;~~

**~~(i)~~** ~~explain how United States history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include: analyze perspectives that have shaped the structures of historical knowledge; describe ways historians study the past; explain connections made between the past and the present and their impact;~~

**~~(3)~~** ~~grades 9-12 benchmark 1-C. World: analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience;~~

**~~(a)~~** ~~describe and explain how the renaissance and reformation influenced education, art, religion and government in Europe, to include: development of renaissance artistic and literary traditions (e.g., Michelangelo, Leonardo da Vinci, Shakespeare); development of protestantism (e.g., Martin Luther, John Calvin); religious conflict and persecutions (e.g., Spanish inquisition);~~

**~~(b)~~** ~~analyze and evaluate the actions of competing European nations for colonies around the world and the impact on indigenous populations;~~

**~~(c)~~** ~~explain and analyze revolutions (e.g., democratic, scientific, technological, social) as they evolved throughout the enlightenment and their enduring effects on political, economic and cultural institutions, to include: Copernican view of the universe and Newton’s natural laws; tension and cooperation between religion and new scientific discoveries; impact of Galileo’s ideas and the introduction of the scientific method as a means of understanding the universe; events and ideas that led to parliamentary government (English civil war, glorious revolution); enlightenment philosophies used to support events leading to American and French revolutions; Napoleonic era (e.g., codification of law); Latin America’s wars of independence;~~

**~~(d)~~** ~~analyze the pattern of historical change as evidenced by the industrial revolution, to include: conditions that promoted industrialization; how scientific and technological innovations brought about change; impact of population changes (e.g., population growth, rural-to-urban migrations, growth of industrial cities, emigration out of Europe); evolution of work/business and the role of labor (e.g., the demise of slavery, division of labor, union movement, impact of immigration); political and economic theories of capitalism and socialism (e.g., Adam Smith, Karl Marx); status and roles of women and minorities;~~

**~~(e)~~** ~~analyze and evaluate the impact of 19th century imperialism from varied perspectives, to include: clash of cultures; British empire expands around the world; nationalism (e.g., competition and conflict between European nations for raw materials and markets, acquisition of colonies in Africa and Asia, impact on indigenous populations);~~

**~~(f)~~** ~~describe and analyze the geographic, political, economic, religious and social structures of the civilizations of east Asia;~~

**~~(g)~~** ~~analyze and evaluate the causes, events and effects of World War I, to include: rise of nationalism (e.g., unification of Germany, Otto Von Bismarck’s leadership); rise of ethnic and ideological conflicts (e.g., the Balkans, Austria-Hungary, decline of the Ottoman empire); major turning points and the importance of geographic, military and political factors in decisions and outcomes; human costs of the mechanization of war (e.g., machine-gun, airplane, poison gas, submarine, trench warfare, tanks); effects of loss of human potential through devastation of populations and their successive generations; effects of the Russian revolution and the implementation of communist rule;~~

**~~(h)~~** ~~analyze and evaluate the causes, events and impacts of World War II from various perspectives, to include: failures and successes of the treaty of Versailles and the league of nations; rise of totalitarianism (e.g., Nazi Germany’s policies of European domination, holocaust); political, diplomatic and military leadership (e.g., Winston Churchill, Joseph Stalin, Franklin Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Francisco Franco); principal theaters of battle, major turning points and geographic factors in military decisions and outcomes (e.g., Pearl Harbor, “island-hopping,” D-Day invasion, Stalingrad, atomic bombs dropped on Japan);~~

**~~(i)~~** ~~analyze and evaluate international developments following World War II, the cold war and post-cold war, to include: war crime trials; creation of the state of Israel and resulting conflicts in the middle east; rebuilding of western Europe (e.g., Marshall Plan, NATO); Soviet control of eastern Europe (e.g., Warsaw pact, Hungarian revolt); creation and role of the united nations; Mao Zedong and the Chinese revolution (e.g., long march, Taiwan, cultural revolution); national security in the changing world order; technology’s role in ending the cold war; fluidity of political alliances; new threats to peace; reasons for the collapse of the Soviet Union and the end of the cold war; use of technology in the information age;~~

**~~(j)~~** ~~evaluate the ideologies and outcomes of independence movements in the emerging third world to include: French Indochina and the Vietnam war (e.g., the role of Ho Chi Minh); Mohandas Gandhi’s non-violence movement for India’s independence; apartheid in South Africa and evolution from white minority government (e.g., Nelson Mandela, Desmond Tutu); middle east conflicts (Israel, Palestine, Egypt);~~

**~~(k)~~** ~~analyze historical and modern-day policies of the western hemisphere, with emphasis on Mexico and Canada, to include: expansion of democracy in western hemisphere; immigration and migration issues; changes in foreign policy brings spiraling impact on each nation and international relations, trade;~~

**~~(l)~~** ~~explain how world history presents a framework of knowledge and skills within which to understand the complexity of the human experience, to include: analyze perspectives that have shaped the structures of historical knowledge; describe ways historians study the past; explain connections made between the past and the present and their impact;~~

**~~(4)~~** ~~grades 9-12 benchmark 1-D. Skills: use critical thinking skills to understand and communicate perspectives of individuals, groups and societies from multiple contexts;~~

**~~(a)~~** ~~understand how to use the skills of historical analysis to apply to current social, political, geographic and economic issues;~~

**~~(b)~~** ~~apply chronological and spatial thinking to understand the importance of events;~~

**~~(c)~~** ~~describe primary and secondary sources and their uses in research;~~

**~~(d)~~** ~~explain how to use a variety of historical research methods and documents to interpret and understand social issues (e.g., the friction among societies, the diffusion of ideas);~~

**~~(e)~~** ~~distinguish “facts” from authors’ opinions and evaluate an author’s implicit and explicit philosophical assumptions, beliefs or biases about the subject;~~

**~~(f)~~** ~~interpret events and issues based upon the historical, economic, political, social and geographic context of the participants;~~

**~~(g)~~** ~~analyze the evolution of particular historical and contemporary perspectives;~~

**~~(h)~~** ~~explain how to use technological tools to research data, verify facts and information, and communicate findings.~~

**~~B.~~** ~~Strand 2: Geography. Content standard 2: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live and how societies interact with one another and their environments. Students will:~~

**~~(1)~~** ~~grades 9-12 benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues;~~

**~~(a)~~** ~~evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems;~~

**~~(b)~~** ~~understand the vocabulary and concepts of spatial interaction, including an analysis of population distributions and settlement patterns;~~

**~~(2)~~** ~~grades 9-12 benchmark 2-B: analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change;~~

**~~(a)~~** ~~analyze the interrelationships among natural and human processes that shape the geographic connections and characteristics of regions, including connections among economic development, urbanization, population growth and environmental change;~~

**~~(b)~~** ~~analyze how the character and meaning of a place is related to its economic, social and cultural characteristics, and why diverse groups in society view places and regions differently;~~

**~~(c)~~** ~~analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g., mining, tourism);~~

**~~(d)~~** ~~analyze and evaluate why places and regions are important to human identity (e.g., sacred tribal grounds, culturally unified neighborhoods);~~

**~~(3)~~** ~~grades 9-12 benchmark I2-C: analyze the impact of people, places and natural environments upon the past and present in terms of our ability to plan for the future;~~

**~~(a)~~** ~~analyze the fundamental role that geography has played in human history (e.g., the Russian winter on the defeat of Napoleon’s army and the same effect in World War II);~~

**~~(b)~~** ~~compare and contrast how different viewpoints influence policy regarding the use and management of natural resources;~~

**~~(c)~~** ~~analyze the role that spatial relationships have played in effecting historic events;~~

**~~(d)~~** ~~analyze the use of and effectiveness of technology in the study of geography;~~

**~~(4)~~** ~~grades 9-12 benchmark 2-D: analyze how physical processes shape the earth’s surface patterns and biosystems;~~

**~~(a)~~** ~~analyze how the earth’s physical processes are dynamic and interactive;~~

**~~(b)~~** ~~analyze the importance of ecosystems in understanding environments;~~

**~~(c)~~** ~~explain and analyze how water is a scare resource in New Mexico, both in quantity and quality;~~

**~~(d)~~** ~~explain the dynamics of the four basic components of the earth’s physical systems (atmosphere, biosphere, lithosphere and hydrosphere);~~

**~~(5)~~** ~~grades 9-12 benchmark 2-E: analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict;~~

**~~(a)~~** ~~analyze the factors influencing economic activities (e.g., mining, ranching, agriculture, tribal gaming, tourism, high tech) that have resulted in New Mexico’s population growth;~~

**~~(b)~~** ~~analyze the effects of geographic factors on major events in United States and world history;~~

**~~(c)~~** ~~analyze the interrelationships among settlement, migration, population-distribution patterns, land forms and climates in developing and developed countries;~~

**~~(d)~~** ~~analyze how cooperation and conflict are involved in shaping the distribution of political, social and economic factors in New Mexico, United States and throughout the world (e.g., land grants, border issues, United States territories, Israel and the middle east, the former Soviet Union, and Sub-Saharan Africa);~~

**~~(e)~~** ~~Analyze how cultures shape characteristics of a region;~~

**~~(f)~~** ~~analyze how differing points of view and self-interest play a role in conflict over territory and resources (e.g., impact of culture, politics, strategic locations, resources);~~

**~~(g)~~** ~~evaluate the effects of technology on the developments, changes to, and interactions of cultures;~~

**~~(6)~~** ~~grades 9-12 benchmark 2-F: analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution and importance of resources in order to predict our global capacity to support human activity;~~

**~~(a)~~** ~~compare the ways man-made and natural processes modify the environment and how these modifications impact resource allocations;~~

**~~(b)~~** ~~analyze how environmental changes bring about and impact resources;~~

**~~(c)~~** ~~analyze the geographic factors that influence the major world patterns of economic activity, economic connections among different regions, changing alignments in world trade partners and the potential redistribution of resources based on changing patterns and alignments.~~

**~~C.~~** ~~Strand 3: Civics and government. Content standard 3: Students demonstrate understanding of the ideals, rights and responsibilities of citizenship; demonstrate understanding of the content and history of the founding documents of the United States, with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels. Students will:~~

**~~(1)~~** ~~grades 9-12 benchmark 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents;~~

**~~(a)~~** ~~analyze the structure, powers and role of the legislative branch of the United States government, to include: specific powers delegated in Article I of the constitution; checks and balances described in the federalist papers, Number 51; lawmaking process; role of leadership within congress; federalist and anti-federalist positions;~~

**~~(b)~~** ~~analyze the structure, powers and role of the executive branch of the United States government, to include: specific powers delegated in Article II of the constitution; checks and balances; development of the cabinet and federal bureaucracy; roles and duties of the presidency, including those acquired over time such as “head of state” and “head of a political party;”~~

**~~(c)~~** ~~examine the election of the president through the nomination process, national conventions and electoral college;~~

**~~(d)~~** ~~analyze the structure, powers and role of the judicial branch of the United States government, including landmark United States supreme court decisions, to include: specific powers delegated by the Constitution in Article III and described in the federalist papers, Numbers 78-83; checks and balances; judicial review as developed in Marbury v. Madison; issues raised in McCulloch v. Maryland; dual court system of state and federal governments, including their organization and jurisdiction;~~

**~~(e)~~** ~~analyze the rights, protections, limits and freedoms included within the United States constitution and bill of rights, to include: constitutional mandates such as the right of habeas corpus, no bill of attainder and the prohibition of the ex post facto laws; 1st Amendment guarantees freedom of religion, speech, press, assembly, and petition; 4th, 5th and 6th Amendments address search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections; 14th Amendment protection of due process and equal protection under the law; conflicts which occur between rights, including tensions between the right to a fair trial and freedom of the press and between majority rule and individual rights; expansion of voting rights, limitation of presidential terms, etc;~~

**~~(f)~~** ~~compare and contrast the structure and powers of New Mexico’s government as expressed in the New Mexico constitution with that of the United States constitution, to include: direct democracy in the initiative, referendum and recall process; impeachment process; process of voter registration and voting; role of primary elections to nominate candidates; how a bill becomes a law; executive officers and their respective powers; New Mexico courts, appointment of judges, and election and retainment processes for judges; organization of county and municipal governments;~~

**~~(g)~~** ~~describe and analyze the powers and responsibilities (including the concept of legitimate power) of local, state, tribal and national governments;~~

**~~(2)~~** ~~grades 9-12 benchmark 3-B: analyze how the symbols, icons, songs, traditions and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity;~~

**~~(a)~~** ~~analyze the qualities of effective leadership;~~

**~~(b)~~** ~~evaluate the impact of United States political, tribal and social leaders on New Mexico and the nation;~~

**~~(c)~~** ~~analyze the contributions of symbols, songs and traditions toward promoting a sense of unity at the state and national levels;~~

**~~(d)~~** ~~evaluate the role of New Mexico and United States symbols, icons, songs and traditions in providing continuity over time;~~

**~~(3)~~** ~~grades 9-12 benchmark 3-C: compare and contrast the philosophical foundations of the United States’ political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world;~~

**~~(a)~~** ~~analyze the structure, function and powers of the federal government (e.g., legislative, executive, and judicial branches);~~

**~~(b)~~** ~~analyze and explain the philosophical foundations of the American political system in terms of the inalienable rights of people and the purpose of government, to include: Iroquois league and its organizational structure for effective governance; basic philosophical principles of John Locke expressed in the second treatise of government (nature, equality, and dissolution of government); foundation principles of laws by William Blackstone (laws in general and absolute rights of individuals); importance of the founders of the rights of Englishmen, the Magna Carta and representative government in England;~~

**~~(c)~~** ~~analyze the fundamental principles in the declaration of independence;~~

**~~(d)~~** ~~analyze the historical sources and ideals of the structure of the United States government, to include: principles of democracy; essential principles of a republican form of government; code of law put forth in the Code of Hammurabi; separation of powers as expressed by the Baron of Montesquieu; checks and balances as expressed by Thomas Hobbs; ideas of individual rights developed in the English bill of rights; role of philosophers in supporting changes in governments in the 18th and 19th centuries (e.g., Locke, Rousseau, Voltaire);~~

**~~(e)~~** ~~compare and contrast the concepts of courts and justice from Henry II of England to the court system of today;~~

**~~(f)~~** ~~compare and contrast the unitary, confederal and federal systems;~~

**~~(g)~~** ~~analyze the ways powers are distributed and shared in a parliamentary system;~~

**~~(h)~~** ~~compare and contrast the different philosophies, structures and institutions of democratic versus totalitarian systems of government;~~

**~~(i)~~** ~~analyze and evaluate the concept of limited government and the rule of law;~~

**~~(j)~~** ~~compare and contrast the characteristics of representative governments;~~

**~~(k)~~** ~~compare and contrast characteristics of Native American governments with early United States government;~~

**~~(l)~~** ~~compare and contrast the philosophical foundations of forms of government to understand the purpose of the corresponding political systems (e.g., socialism, capitalism, secular, theocratic, totalitarian);~~

**~~(m)~~** ~~analyze the role that the United States has played as a constitutional republican government for nations around the world;~~

**~~(4)~~** ~~grades 9-12 benchmark 3-D: understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring and influencing;~~

**~~(a)~~** ~~describe and analyze the influence of the non-elected (e.g., staff, lobbyists, interest groups);~~

**~~(b)~~** ~~analyze the rights and obligations of citizens in the United States, to include: connections between self-interest, the common good and the essential element of civic virtue, as described in the federalist papers, Numbers 5 and 49; obeying the law, serving on juries, paying taxes, voting, registering for selective service and military service.;~~

**~~(c)~~** ~~demonstrate the skills needed to participate in government at all levels, including: analyze public issues and the political system; evaluate candidates and their positions; debate current issues;~~

**~~(d)~~** ~~analyze factors that influence the formation of public opinion (e.g., media, print, advertising, news broadcasts, magazines, radio);~~

**~~(e)~~** ~~evaluate standards, conflicts and issues related to universal human rights and their impact on public policy.~~

**~~D.~~** ~~Strand 4: Economics. Content standard 4: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities and governments. Students will:~~

**~~(1)~~** ~~grades 9-12 benchmark 4-A: analyze the ways individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating;~~

**~~(a)~~** ~~analyze “opportunity costs” as a factor resulting from the process of decision making;~~

**~~(b)~~** ~~understand how socioeconomic stratification (SES) arises and how it affects human motivation, using data;~~

**~~(c)~~** ~~understand the relationship between socioeconomic stratification and cultural values;~~

**~~(d)~~** ~~analyze and evaluate the impact of economic choices on the allocation of scarce resources;~~

**~~(e)~~** ~~describe and analyze how economic incentives allow individuals, households, businesses, governments and societies to use scarce human, financial and natural resources more efficiently to meet economic goals;~~

**~~(f)~~** ~~evaluate present and future economic costs and economic risks in the use of productive resources associated with investments;~~

**~~(g)~~** ~~understand labor markets and how they work;~~

**~~(h)~~** ~~describe and analyze the three major divisions of economics: macro-, micro- and consumer;~~

**~~(i)~~** ~~understand the relationship between essential learning skills and workforce requirements (e.g., school to work initiatives, service learning) as they relate to supply and demand in the labor market;~~

**~~(j)~~** ~~use quantitative data to analyze economic information;~~

**~~(k)~~** ~~analyze various investment strategies available when meeting personal and business goals;~~

**~~(l)~~** ~~understand the basis of supply and demand and marginal productivity;~~

**~~(m)~~** ~~understand personal financing (e.g., banking, credit, debit, lending institutions);~~

**~~(2)~~** ~~grades 9-12 benchmark 4-B: analyze and evaluate how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services;~~

**~~(a)~~** ~~analyze the historic origins of the economic systems of capitalism, socialism and communism;~~

**~~(b)~~** ~~compare the relationships between and among contemporary countries with differing economic systems;~~

**~~(c)~~** ~~understand the distribution and characteristics of economic systems throughout the world, to include: (e.g., characteristics of command, market, and traditional economies; how command, market and traditional economies operate in specific countries; comparison of the ways that people satisfy their basic needs through the production of goods and services);~~

**~~(d)~~** ~~analyze the importance of, and issues related to the location and management of the factors of production;~~

**~~(e)~~** ~~describe how changes in technology, transportation and communication affect the location and patterns of economic activities in New Mexico and the United States;~~

**~~(f)~~** ~~analyze the roles played by local, state, tribal and national governments in both public and private sectors of the United States system;~~

**~~(g)~~** ~~understand the relationship between the United States’ governmental policies and international trade;~~

**~~(h)~~** ~~evaluate economic systems by their ability to achieve broad societal goals (e.g., efficiency, equity, security, employment, stability, economic growth);~~

**~~(i)~~** ~~explain how businesses (e.g., sole proprietorships, partnerships, corporations, franchises) are organized and financed in the United States economy;~~

**~~(j)~~** ~~interpret measurements of inflation and unemployment and relate them to the general economic “health” of the national economy;~~

**~~(k)~~** ~~analyze the impact of fiscal policy on an economic system (e.g., deficit, surplus, inflation);~~

**~~(l)~~** ~~compare and contrast different types of taxes (e.g., progressive, regressive, proportional);~~

**~~(m)~~** ~~analyze the effects of specific government regulations on different economically- designated groups (e.g., consumers, employees, businesses);~~

**~~(n)~~** ~~compare, analyze and evaluate the positive and negative aspects of American capitalism in relationship to other economic systems;~~

**~~(o)~~** ~~describe and evaluate how the United States economy moved from being manufacturing-based to information-driven;~~

**~~(p)~~** ~~analyze the reasons for uneven economic growth-based changes (e.g., demographic, political, economic);~~

**~~(q)~~** ~~analyze the economic ramifications of entrepreneurship;~~

**~~(3)~~** ~~grades 9-12 benchmark 4-C: analyze and evaluate the patterns and results of trade, exchange and interdependence between the United States and the world since 1900;~~

**~~(a)~~** ~~analyze foreign and domestic issues related to United States economic growth since 1900;~~

**~~(b)~~** ~~analyze significant economic developments between World War I and World War II, to include: economic growth and prosperity of the 1920s; causes of the great depression and the effects on United States economy and government; new deal measures enacted to counter the great depression; expansion of government under new deal;~~

**~~(c)~~** ~~analyze the effects of World War II, the cold war and post-cold war on contemporary society, to include: economic effects of World War II on the home front; United States prosperity of the 1950s; impact of the cold war on business cycle and defense spending; recession of 1980s; technology boom and consequent economic slow-down of 2000;~~

**~~(d)~~** ~~describe the relationship between the United States’ international trade policies and its economic system;~~

**~~(e)~~** ~~identify and analyze the international differences in resources, productivity and prices that are a basis for international trade;~~

**~~(f)~~** ~~explain the comparative advantage of a nation when it can produce a product at a lower “opportunity cost” than its trading partner;~~

**~~(g)~~** ~~evaluate the effect on international trade of domestic policies that either encourage or discourage exchange of goods and services and investments abroad;~~

**~~(h)~~** ~~analyze and evaluate how domestic policies can affect the balance of trade between nations;~~

**~~(i)~~** ~~explain and describe how the federal reserve system and monetary policies (e.g., open market, discount rate, change in reserve requirements) are used to promote price stability, maximum employment, and economic growth;~~

**~~(j)~~** ~~identify how monetary policies can affect exchange rates and international trade;~~

**~~(k)~~** ~~analyze and evaluate the use of technology affecting economic development;~~

**~~(l)~~** ~~describe and analyze multinational entities (e.g., NAFTA, European Union) in economic and social terms.~~

~~[6.29.11.10 NMAC - Rp, 6.30.2.16 NMAC, 6/30/2009]~~

**~~HISTORY OF 6.29.11 NMAC:~~**

**~~Pre-NMAC HISTORY:~~** ~~The material in this part is derived from that previously filed with the State Records Center:~~

~~SDE 74-17, (Certificate No. 74-17), Minimum Educational Standards for New Mexico Schools, filed April 16, 1975.~~

~~SDE 76-9, (Certificate No. 76-9), Minimum Education Standards for New Mexico Schools, filed July 7, 1976.~~

~~SDE 78-9, Minimum Education Standards for New Mexico Schools, filed August 17, 1978.~~

~~SBE 80-4, Educational Standards for New Mexico Schools, filed September 10, 1980.~~

~~SBE 81-4, Educational Standards for New Mexico Schools, filed July 27, 1981.~~

~~SBE 82-4, Educational Standards for New Mexico Schools, Basic and Vocational Program Standards, filed November 16, 1982.~~

~~SBE Regulation No. 83-1, Educational Standards for New Mexico Schools, Basic and Vocational Program Standards, filed June 24, 1983.~~

~~SBE Regulation 84-7, Educational Standards for New Mexico Schools, Basic and Vocational Program Standards, filed August 27, 1984.~~

~~SBE Regulation 85-4, Educational Standards for New Mexico Schools, Basic, Special Education, and Vocational Programs, filed October 21, 1985.~~

~~SBE Regulation No. 86-7, Educational Standards for New Mexico Schools, filed September 2, 1986.~~

~~SBE Regulation No. 87-8, Educational Standards for New Mexico Schools, filed February 2, 1988.~~

~~SBE Regulation No. 88-9, Educational Standards for New Mexico Schools, filed October 28, 1988.~~

~~SBE Regulation No. 89-8, Educational Standards for New Mexico Schools, filed November 22, 1989.~~

~~SBE Regulation No. 90-2, Educational Standards for New Mexico Schools, filed September 7, 1990.~~

~~SBE Regulation No. 92-1, Standards for Excellence, filed January 3, 1992.~~

**~~History of Repealed Material:~~**

~~6.30.2 NMAC, Standards for Excellence, filed November 2, 2000 - Repealed effective June 30, 2009.~~

**~~NMAC History:~~**

~~6 NMAC 3.2, Standards for Excellence, filed October 17, 1996.~~

~~6.30.2 NMAC, Standards for Excellence, November 2, 2000, replaced by 6.29.1 NMAC, General Provisions; 6.29.2 NMAC, Arts Education; 6.29.3 NMAC, Career and Technical Education; 6.29.4 NMAC, English Language Arts; 6.29.5 NMAC, English Language Development; 6.29.6 NMAC, Health Education; 6.29.7 NMAC, Mathematics; 6.29.8 NMAC, Modern, Classical and Native Languages; 6.29.9 NMAC, Physical Education; 6.29.10 NMAC, Science; 6.29.11 NMAC, Social Studies; effective June 30, 2009.~~

**TITLE 6 PRIMARY AND SECONDARY EDUCATION**

**CHAPTER 29 STANDARDS FOR EXCELLENCE**

**PART 11 SOCIAL STUDIES**

**6.29.11.1 ISSUING AGENCY:** Public Education Department, hereinafter the department.

[6.29.11.1 NMAC – Rp. 6.29.11.1, 12/14/2021]

**6.29.11.2 SCOPE:** All public schools, state educational institutions and educational programs conducted in state institutions other than New Mexico military institute.

[6.29.11.2 NMAC - Rp. 6.29.11.2, 12/14/2021]

**6.29.11.3 STATUTORY AUTHORITY:** Sections 9-24-8, 22-2-1, 22-2-2, and 22-2C-3 NMSA 1978.

[6.29.11.3 NMAC - Rp. 6.29.11.3, 12/14/2021]

**6.29.11.4 DURATION:** Permanent.

[6.29.11.4 NMAC - Rp. 6.29.11.4, 12/14/2021]

**6.29.11.5 EFFECTIVE DATE:** December 14, 2021, unless a later date is cited at the end of a section.

[6.29.11.5 NMAC - Rp. 6.29.11.5, 12/14/2021]

**6.29.11.6 OBJECTIVE:** This rule establishes the academic content and performance standards for social studies for grades kindergarten through 12. The social studies standards include six strands: (1) civics, (2) economics, (3) geography, (4) history, (5) ethnic, cultural, and identity standards, and (6) inquiry. The strands are organized by anchor standard, which are the core ideas that establish what students should understand and be able to do, with increasing complexity. Anchor standards consist of performance indicators, which are concise, written descriptions of what students are expected to know and be able to do in a specific grade or course.

[6.29.11.6 NMAC - Rp. 6.29.11.6, 12/14/2021]

**6.29.11.7 DEFINITIONS:**  **[RESERVED]**

**6.29.11.8 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR KINDERGARTEN:**

**A.** **Civics.**

**(1)** The student shall demonstrate an understanding of processes, rules, and laws by:

**(a)** communicating the purpose of rules; and

**(b)** explaining how the rules help people work together.

**(2)** The student shall demonstrate an understanding of roles and responsibilities of a civic life by:

**(a)** identifying the consequences of following and not following rules; and

**(b)** identifying authority figures and describing their roles.

**(3)** The student shall demonstrate an understanding of civic dispositions and democratic principles by identifying the local, state, and national symbols (e.g. flag, bird, song).

**B.** **Economics.**

**(1)** The student shall demonstrate an understanding of incentives and choices by distinguishing between a basic need (e.g. food, clothing, shelter) and a want.

**(2)** The student shall demonstrate an understanding of money and markets by:

**(a)** identifying examples of goods and services; and

**(b)** explaining what scarcity is and how scarcity affects the accessibility of goods and services.

**C.** **Geography.**

**(1)** The student shall demonstrate an understanding of geographic representations and reasoning by creating maps of familiar areas (e.g. classroom, school, community).

**(2)** The student shall demonstrate an understanding of location, place, and region by:

**(a)** recognizing and identifying signs and symbols around their town and community and indicating location of places, people, and things; and

**(b)** identifying the differences and similarities between a globe and a map and while explaining the purpose of the two.

**(3)** The student shall demonstrate an understanding of movement, population, and systems by explaining why and how people move from place to place within a community.

**D.** **History.**

**(1)** The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by comparing traditions found in communities over time.

**(2)** The student shall demonstrate an understanding of power dynamics, leadership, and agency by demonstrating an awareness of community leaders (e.g. teacher, principal, mayor, tribal leaders).

**E.** **Ethnic, cultural, and identity standards.**

**(1)** The student shall demonstrate an understanding of diversity and identity by:

**(a)** sequencing important events in the student’s life;

**(b)** identifying how individuals are similar and different;

**(c)** communicating a positive view of themselves and identifying some of their group identities;

**(d)** describing ways they are similar and different from people who share their identities, and people who do not;

**(e)** identifying how their family does things both the same as and different from how other people do things; and

**(f)** describing their family history, culture, and past to current contributions of people in their main identity groups.

**F. Inquiry.**

**(1)** The student shall demonstrate an understanding of constructing compelling and supporting questions by:

**(a)** recognizing a compelling question; and

**(b)** identifying the relationship between compelling and supporting questions.

**(2)** The student shall demonstrate an understanding of communicating and critiquing conclusions by constructing responses to compelling questions using examples.

**(3)** The student shall demonstrate an understanding of taking informed action by:

**(a)** taking group or individual action to help address local, regional, or global problems; and

**(b)** using deliberative and democratic procedures to make decisions about, and act on, civic problems in their classrooms.

[6.29.11.8 NMAC - Rp. 6.29.11.8, 12/14/2021]

**6.29.11.9 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR FIRST GRADE:**

**A.** **Civics.** The student shall demonstrate an understanding of the roles and responsibilities of a civic life by explaining and providing examples of how people play important roles in society.

**B.** **Economics.**

**(1)** The student shall demonstrate an understanding of incentives and choices by examining choices that families make due to scarcity, and identifying costs associated with these choices;

**(2)** The student shall demonstrate an understanding of money and markets by:

**(a)** identifying examples of a producer and a consumer;

**(b)** examining how earning money through work is related to the purchase of goods and services; and

**(c)** examining decisions that people make about spending and saving money.

**C.** **Geography.**

**(1)** The student shall demonstrate an understanding of geographic representation and reasoning by:

**(a)** creating 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;

**(b)** identifying the common symbols used on maps for man-made structures and physical features; and

**(c)** using a variety of maps to locate specific places, and identify major landforms, bodies of water, and other places of significance around the United States.

**(2)** The student shall demonstrate an understanding of location, place, and region by explaining how man-made structures are all examples of how people modify the physical environment to meet needs and wants.

**(3)** The student shall demonstrate an understanding of human-environmental interactions and sustainability by explaining how people interact with their physical environment in ways that may have a positive or a negative effect on natural resources.

**D.** **History.**

**(1)** The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by comparing life in New Mexico in the past to life in New Mexico today.

**(2)** The student shall demonstrate an understanding of historical thinking by:

**(a)** comparing fact and opinion in stories and narratives from the past; and

**(b)** demonstrating chronological thinking by distinguishing among past, present, and future using family, school, or community events.

**(3)** The student shall demonstrate an understanding of critical consciousness and perspectives by examining and identifying cultural differences within a community.

**E.** **Ethnic, cultural, and identity standards.**

**(1)** The student shall demonstrate an understanding of diversity and identity by:

**(a)** explaining how groups of people believe different things and live in different and interesting ways; and

**(b)** explaining how student and individual identities are part of what makes each person unique and special.

**(2)** The student shall demonstrate an understanding of identity in history by investigating significant events, people, and observances in history, and discussing their effects on local and national communities.

**(3)** The student shall demonstrate an understanding of community equity building by investigating how people work together to accomplish a common task, and how working together benefits and challenges people.

**F. Inquiry.**

**(1)** The student shall demonstrate an understanding of constructing compelling and supporting questions by:

**(a)** explaining why a compelling question is important; and

**(b)** generating supporting questions related to compelling questions across the social studies disciplines.

**(2)** The student shall demonstrate an understanding of gathering and evaluating sources by determining if a source is primary or secondary and distinguishing whether it is mostly fact or opinion.

**(3)** The student shall demonstrate an understanding of communicating and critiquing conclusions by constructing responses to compelling questions using examples.

**(4)** The student shall demonstrate an understanding of taking informed action by:

**(a)** taking group or individual action to help address local, regional, or global problems; and

**(d)** using deliberative and democratic procedures to make decisions about, and act on, civic problems in their classrooms.

[6.29.11.9 NMAC - Rp. 6.29.11.9, 12/14/2021]

**6.29.11.10 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR SECOND GRADE:**

**A.** **Civics.**

**(1)** The student shall demonstrate an understanding of processes, rules, and laws by:

**(a)** evaluating how American society has changed through rules and laws; and

**(b)** understanding the purposes and structures of government (e.g. tribal, local, state, national).

**(2)** The student shall demonstrate an understanding of civic dispositions and democratic principles by:

**(a)** assessing how the contributions of diverse individuals have helped develop our national identity; and

**(b)** examining and comparing the American democratic principles to neighboring countries.

**(3)** The student shall demonstrate an understanding of the roles and responsibilities of a civic life by examining and understanding the qualities of good leadership.

**B.** **Economics.**

**(1)** The student shall demonstrate an understanding of economic decision-making by:

**(a)** examining how consumers react to changes in the prices of goods and how this influences economic decision-making and the use of money; and

**(b)** exploring how communities share resources and services with other communities.

**(2)** The student shall demonstrate an understanding of economic systems and models by:

**(a)** investigating what resources are available in the community, how available resources differ in communities, and what resources are obtained from neighboring communities; and

**(b)** identifying different types of jobs performed in the community.

**C.** **Geography.**

**(1)** The student shall demonstrate an understanding of geographic representation and reasoning by:

**(a)** using maps, identifying and locating the United States, Canada, and Mexico as the countries that make up North America; and

**(b)** identifying and locating the bordering states to New Mexico and understanding that New Mexico is in the southwest.

**(2)** The student shall demonstrate an understanding of location, place, and region by:

**(a)** comparing how man-made structures are all examples of how people modify the physical environment to meet needs and wants; and

**(b)** generating a definition for their region of the United States by identifying unique features.

**(3)** The student shall demonstrate an understanding of movement, population, and systems by listing at least three different waves of migration to the western hemisphere in chronological order.

**(4)** The student shall demonstrate an understanding of human-environmental interactions and sustainability by describing ways in which individuals and groups use or save natural resources.

**D.** **History.**

**(1)** The student shall demonstrate an understanding of historical change, continuity, context and reconciliation by:

**(a)** describing events in North America that illustrate how people from diverse cultural groups attempted to work through conflicts to solve a problem;

**(b)** comparing diverse world communities in terms of members, customs, and traditions to the local community; and

**(c)** demonstrating chronological thinking by distinguishing among years and decades using a timeline of local and national events.

**(2)** The student shall demonstrate an understanding of critical consciousness and perspectives by:

**(a)** identifying and comparing the diverse North American cultural groups of the past and today; and

**(b)** evaluating 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.

**E.** **Ethnic, cultural, and identity standards.**

**(1)** The student shall demonstrate an understanding of diversity and identity by:

**(a)** expressing a positive view of themselves without being mean or making other people feel bad; and

**(b)** describing ways people are similar and different from people who share identities, and people who do not.

**(2)** The student shall demonstrate an understanding of community equity building by demonstrating respect for the feelings of people who are similar and different from the student.

**F. Inquiry.**

**(1)** The student shall demonstrate an understanding of constructing compelling and supporting questions by:

**(a)** explaining why a compelling question is important; and

**(b)** generating supporting questions related to compelling questions across the social studies disciplines.

**(2)** The student shall demonstrate an understanding of gathering and evaluating sources by determining if a source is primary or secondary and distinguishing whether it is mostly fact or opinion.

**(3)** The student shall demonstrate an understanding of communicating and critiquing conclusions by constructing responses to compelling questions using reasoning, examples, and relevant details.

**(4)** The student shall demonstrate an understanding of taking informed action by:

**(a)** taking group or individual action to help address local, regional, or global problems; and

**(d)** using deliberative and democratic procedures to make decisions about, and act on, civic problems in their classrooms.

[6.29.11.10 NMAC - Rp. 6.29.11.10, 12/14/2021]

**6.29.11.11 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR THIRD GRADE:**

**A.** **Civics.**

**(1)** The student shall demonstrate an understanding of civic dispositions and democratic principles by explaining how the democratic principles motivate people to migrate then and now.

**(2)** The student shall demonstrate an understanding of the roles and responsibilities of a civic life by explaining how to be a responsible and active citizen in a democracy.

**B.** **Economics.**

**(1)** The student shall demonstrate an understanding of economic decision-making by examining the various ways people earn a living to meet their basic needs (e.g. food, clothing, shelter) and how this has changed over time in various world communities.

**(2)** The student shall demonstrate an understanding of economic systems and models by investigating who receives the goods that are produced in various world communities.

**(3)** The student shall demonstrate an understanding of global economy by:

**(a)** exploring the concepts of surplus and scarcity in relation to resources for various world communities;

**(b)** exploring the basic economic concepts of supply and demand;

**(c)** explaining how supply and demand influence prices and trade;

**(d)** describing how technological developments in transportation and communication influence trade over time;

**(e)** identifying currency, credit, debit, and checks as the basic means of exchange in western society; and

**(f)** comparing currency, credit, debit, and checks in the United States to other world money systems.

**C. Geography.**

**(1)** The student shall demonstrate an understanding of geographic representation and reasoning by:

**(a)** creating 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; and

**(b)** identifying and using the mapping tools of scale, compass rose, grid, symbols, and mental mapping to locate places on globes and maps.

**(2)** The student shall demonstrate an understanding of location, place, and region by:

**(a)** explaining how physical and cultural characteristics of world regions affect people, and examining 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; and

**(b)** identifying the components of the Earth’s biosystems and their makeup (e.g., air, land, water, plants, animals).

**(3)** The student shall demonstrate an understanding of movement, population, and systems by:

**(a)** evaluating the reasons for migration and immigration and the effects on people, culture, and ideas in world communities;

**(b)** analyzing how human settlement and movement impact diverse groups of people and how the cultural aspects of a region spread beyond its borders; and

**(c)** analyzing the movement of indigenous groups, including the removal and return of Indigenous people throughout New Mexico and the US.

**D.** **History.**

**(1)** The student shall demonstrate an understanding of historical change, continuity, context and reconciliation by explaining how world events impact New Mexico and the United States in the past and today.

**(2)** The student shall demonstrate an understanding of historical thinking by using a timeline to analyze connections among historical events, including how human settlement and movement impacted diverse groups of people.

**E.** **Ethnic, cultural, and identity standards.**

**(1)** The student shall demonstrate an understanding of diversity and identity by:

**(a)** expressing a positive view of personal identities without making someone else feel bad; and

**(b)** comparing and contrasting cultural identity with other people and groups.

**(2)** The student shall demonstrate an understanding of community equity building by identifying the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

**F. Inquiry.**

**(1)** The student shall demonstrate an understanding of constructing compelling and supporting questions by:

**(a)** identifying disciplinary ideas associated with a compelling question; and

**(b)** using supporting questions to help answer the compelling question in an inquiry.

**(2)** The student shall demonstrate an understanding of gathering and evaluating sources by determining the credibility of one source.

**(3)** The student shall demonstrate an understanding of developing claims by citing evidence that supports a response to supporting or compelling questions.

**(4)** The student shall demonstrate an understanding of communicating and critiquing conclusions by constructing responses to compelling questions using reasoning, examples, and relevant details.

**(5)** The student shall demonstrate an understanding of taking informed action by:

**(a)** identifying challenges and opportunities when taking action to address problems, including predicting possible results; and

**(b)** using deliberative and democratic procedures to make decisions about, and act on, civic problems in their classrooms.

[6.29.11.11 NMAC - Rp. 6.29.11.11, 12/14/2021]

**6.29.11.12 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR FOURTH GRADE:**

**A.** **Civics.**

**(1)** The student shall demonstrate an understanding of processes, rules, and laws by examining and evaluating the rules, laws, and authorities that keep people safe in New Mexico.

**(2)** The student shall demonstrate an understanding of civic dispositions and democratic principles by:

**(a)** explaining how democratic principles guide local, state, and sovereign governments; and

**(b)** demonstrating understanding that state symbols, holidays, traditions, and songs represent various cultural heritages, natural treasures, and the democratic values of New Mexico.

**B.** **Economics.**

**(1)** The student shall demonstrate an understanding of economic decision-making by explaining the impact of using natural resources on the local, county, and state economy.

**(2)** The student shall demonstrate an understanding of economic systems and models by:

**(a)** explaining how trade and industry in New Mexico is impacted by surrounding economies (e.g. Mexico, Arizona, Colorado, Texas); and

**(b)** researching and creating a list of products, goods, and services that New Mexico imports and exports.

**(3)** The student shall demonstrate an understanding of money and markets by exploring the significance of agriculture and livestock industries in New Mexico.

**C.** **Geography.**

**(1)** The student shall demonstrate an understanding of geographic representations and reasoning by:

**(a)** examining and synthesizing data from at least two types of maps (e.g. physical, topographical, thematic) to support a claim about the regional divisions of New Mexico, and comparing and contrasting its diverse geography;

**(b)** using a variety of maps, investigating and comparing how New Mexico’s political boundaries have changed over time;

**(c)** applying geographic tools of title, grid system, legends, symbols, scale and compass rose to construct and interpret maps; and

**(d)** describing and identifying the regions and four provinces that make up New Mexico’s land surface.

**(2)** The student shall demonstrate an understanding of movement, population, and systems by describing the different groups of people (e.g. indigenous people, explorers, pioneers) that have settled in New Mexico throughout history and describing their traditions and effects on New Mexico culture.

**(3)** The student shall demonstrate an understanding of human-environmental interactions and sustainability by exploring how geographic factors influence locations of settlements and use of natural resources (e.g. land, water, minerals, plants, animals) to meet their basic needs.

**D.** **History.**

**(1)** The student shall demonstrate an understanding of causes and consequences by describing the interactions between indigenous people and European settlers including agriculture, cultural exchanges, alliances, and conflicts.

**(2)** The student shall demonstrate an understanding of historical thinking by creating a timeline that depicts the events and the changes in New Mexico culture through contact with explorers and settlers.

**(3)** The student shall demonstrate an understanding of critical consciousness and perspectives by explaining why individuals and groups during the same historical period differed in their perspectives toward significant historical events.

**(4)** The student shall demonstrate an understanding of power dynamics, leadership, and agency by:

**(a)** investigating how different groups have influenced the ways that state issues are viewed and resolved; and

**(b)** examining the changes in governance of New Mexico (e.g. indigenous, Spanish, Mexican, Texan, confederate, United States).

**E.** **Ethnic, cultural, and identity standards.**

**(1)** The student shall demonstrate an understanding of diversity and identity by demonstrating respectful inquiry about other people’s lives and expectations without judgment.

**(2)** The student shall demonstrate an understanding of identity in history by explaining connections among historical contexts and people’s perspectives at the time.

**F. Inquiry.**

**(1)** The student shall demonstrate an understanding of constructing compelling and supporting questions by:

**(a)** explaining how a compelling question represents key ideas in the field; and

**(b)** using supporting questions to help answer the compelling question in an inquiry.

**(2)** The student shall demonstrate an understanding of developing claims by citing evidence that supports a response to supporting or compelling questions.

**(3)** The student shall demonstrate an understanding of communicating and critiquing conclusions by constructing responses to compelling questions using reasoning, examples, and other relevant details.

**(4)** The student shall demonstrate an understanding of taking informed action by:

**(a)** identifying challenges and opportunities when taking action to address problems, including predicting possible results; and

**(b)** using deliberative and democratic procedures to make decisions about, and act on, civic problems in their classrooms.

[6.29.11.12 NMAC - Rp. 6.29.11.12, 12/14/2021]

**6.29.11.13 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR FIFTH GRADE:**

**A.** **Civics.**

**(1)** The student shall demonstrate an understanding of civic and political institutions by identifying and explaining the structure and function of the three branches government.

**(2)** The student shall demonstrate an understanding of processes, rules, and laws by analyzing how different individuals and groups influenced the creation and interpretation of the foundational documents.

**(3)** The student shall demonstrate an understanding of civic dispositions and democratic principles by:

**(a)** explaining how the principles of the declaration of independence became unifying ideas of American democracy; and

**(b)** describing how inequity in the United States laid the foundation for conflict that continues today.

**(4)** The student shall demonstrate an understanding of roles and responsibilities of a civic life by evaluating how the bill of rights shaped the rights of United States citizens.

**B.** **Economics.**

**(1)** The student shall demonstrate an understanding of economic decision-making by:

**(a)** exploring examples from the western hemisphere to illustrate the role of scarcity historically and in current events;

**(b)** analyzing how economic success is defined differently by various communities in the United States (e.g. past, present, future); and

**(c)** identifying and comparing the major natural resources of the United States, Canada, Mexico, and the Caribbean or South American countries, and determining the major industries of those countries in relation to available resources.

**(2)** The student shall demonstrate an understanding of economic systems and models by examining 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.

**C.** **Geography.**

**(1)** The student shall demonstrate an understanding of geographic representations and reasoning by:

**(a)** demonstrating how physical maps reflect the varied climate zones, land forms, bodies of water, and natural resources of the western hemisphere;

**(b)** using maps and globes, identifying the regions within the western hemisphere and locating major physical features within each region;

**(c)** demonstrating how the states are organized, including time zones and the regions of the United States; and

**(d)** using geographic and place-based vocabulary to communicate locations and navigate from one place to another.

**(2)** The student shall demonstrate an understanding of location, place, and region by using a map, identifying and locating the 50 states in the United States, and knowing the capitals of each state along with the surrounding United States territories.

**(3)** The student shall demonstrate an understanding of human-environmental interactions and sustainability by examining how the physical environment influences human population distribution and land use.

**D.** **History.**

**(1)** The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by examining history from the perspective of the participants.

**(2)** The student shall demonstrate an understanding of causes and consequences by:

**(a)** creating and using a chronological sequence of related events and timelines to organize and analyze cause and effect relationships; and

**(b)** using primary and secondary sources to acquire historical information.

**(3)** The student shall demonstrate an understanding of historical thinking by:

**(a)** analyzing the causes of the American revolution and the effects individuals and groups had on the conflict; and

**(b)** analyzing the causes of the civil war and the effects individuals and groups had on the conflict.

**(4)** The student shall demonstrate an understanding of critical consciousness and perspectives by:

**(a)** explaining the connections among historical contexts and people’s perspectives

during major historical events in the U.S.; and

**(b)** identifying the beliefs, experiences, perspectives, and values that form points of view about civic issues.

**E.** **Ethnic, cultural, and identity standards.** The student shall demonstrate an understanding of diversity and identity by:

**(1)** demonstrating knowledge of family history, culture, and past contributions of people in main identity groups; and

**(2)** explaining how groups of people are treated today and in the past is a part of what makes them who they are.

**F. Inquiry.**

**(1)** The student shall demonstrate an understanding of constructing compelling and supporting questions by:

**(a)** identifying the disciplinary concepts and ideas associated with a compelling question; and

**(b)** using supporting questions to help answer the compelling question in an inquiry.

**(2)** The student shall demonstrate an understanding of gathering and evaluating sources by determining the credibility of multiple sources.

**(3)** The student shall demonstrate an understanding of developing claims by identifying evidence that draws information from multiple perspectives and sources in response to a compelling question.

**(4)** The student shall demonstrate an understanding of communicating and critiquing conclusions by constructing responses to compelling questions supported by reasoning and evidence.

**(5)** The student shall demonstrate an understanding of taking informed action by:

**(a)** identifying challenges and opportunities when taking action to address problems, including predicting possible results; and

**(b)** using a range of consensus-building and democratic procedures to make decisions about, and act on, civic problems in the classroom.

[6.29.11.13 NMAC - Rp. 6.29.11.13, 12/14/2021]

**6.29.11.14 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR SIXTH GRADE:**

**A.** **Civics.**

**(1)** The student shall demonstrate an understanding of civic and political institutions by:

**(a)** identifying the social structures of early humans;

**(b)** describing cultural and political structures in classical eastern societies;

**(c)** describing cultural and political structures in classical western societies; and

**(d)** comparing and contrasting classical forms of government and political structure to the current United States government and political structure.

**(2)** The student shall demonstrate an understanding of roles and responsibilities of a civic life by identifying rights and responsibilities of citizens and non-citizens in civic participation within the governmental systems of a monarchy, democracy, republic, and oligarchy.

**B.** **Economics.**

**(1)** The student shall demonstrate an understanding of economic decision-making by:

**(a)** describing the distribution of resources among classes in the feudal hierarchy of European and Asian societies;

**(b)** describing how trade networks and the transfer of goods and ideas linked post-classical societies; and

**(c)** explaining the role of trade in the development and growth of societies.

**(2)** The student shall demonstrate an understanding of money and markets by explaining how the interaction between producers and consumers in the trade networks satisfied economic wants and needs.

**(3)** The student shall demonstrate an understanding of global economy by analyzing the economic impact that surpluses of food and goods have on the growth of civilizations.

**C.** **Geography.**

**(1)** The student shall demonstrate an understanding of geographic representations and reasoning by:

**(a)** creating and using maps, globes, and graphs to gather, analyze, and report geographic information;

**(b)** comparing environmental and geographic attributes of locations of earliest human settlements;

**(c)** using maps to represent the movement of key religions and philosophies over time; and

**(d)** using maps to explain how encounters and exchanges linked the world.

**(2)** The student shall demonstrate an understanding of location, place, and region by:

**(a)** identifying how natural forces shape earth’s environments and regions;

**(b)** comparing cultural and technological innovations of one Mesoamerican and one South American civilization; and

**(c)** comparing cultural, political, and religious characteristics of early river valley civilizations.

**(3)** The student shall demonstrate an understanding of movement, population, and systems by explaining the reasons for the expansion of trades routes and territories in Sub-Saharan regions.

**(4)** The student shall demonstrate an understanding of human-environmental interactions and sustainability by:

**(a)** describing how the local environment impacts culture and technology;

**(b)** describing how the people impact the local environment; and

**(c)** comparing the transportation innovations made to travel over challenging routes and establishing trade routes.

**D.** **History.**

**(1)** The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:

**(a)** evaluating the lasting impact of philosophy, art, science, and technology of classical Greece, Rome, India, and China;

**(b)** evaluating the factors that allowed classical civilizations to thrive;

**(c)** analyzing the significance of innovations (e.g. scientific, mathematical, technological) in Middle Eastern and Asian societies;

**(d)** explaining how religion and philosophy shaped European, Asian, and Middle Eastern societies during the post-classical period; and

**(e)** examining instances of conflict, oppression, human rights violations, and genocide in medieval times, and responses to these violations.

**(2)** The student shall demonstrate an understanding of causes and consequences by:

**(a)** analyzing the impact that the agricultural revolution had on hunter-gatherers and nomadic peoples;

**(b)** identifying the political and social issues that led to the development of new philosophies during the classical period;

**(c)** comparing strategies used by classical civilizations to maintain their empires;

**(d)** comparing causes of decline in Roman, Han, and Gupta empires;

**(e)** explaining what led to the emergence of European feudalism; and

**(f)** analyzing social, political, and economic effects of the black death on Europe.

**(3)** The student shall demonstrate an understanding of critical consciousness and perspectives by examining and explaining the perspectives and encounters between Christians, Muslims, and Jews impacted individuals and society.

**E.** **Ethnic, cultural, and identity standards.**

**(1)** The student shall demonstrate an understanding of diversity and identity by:

**(a)** identifying how differences and similarities between diverse groups impact perspectives; and

**(b)** describing the interactions of religious and philosophical perspectives and explaining their impact on European, Asian, and Middle Eastern societies during the classical period.

**(2)** The student shall demonstrate an understanding of identity in history by demonstrating relationships between personal events and historical events.

**(3)** The student shall demonstrate an understanding of community equity building by explaining how the treatment of people, past and present, shaped group identities and cultures.

**F. Inquiry.**

**(1)** The student shall demonstrate an understanding of constructing compelling and supporting questions by:

**(a)** distinguishing 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;

**(b)** categorizing and sequencing significant people, places, events, and ideas using both chronological and conceptual graphic organizers;

**(c)** categorizing questions as compelling (e.g. main topic) or supporting questions; and

**(d)** posing self-generated relevant questions to be answered by historical inquiry that allow for multiple avenues of exploration.

**(2)** The student shall demonstrate an understanding of gathering and evaluating sources by:

**(a)** identifying where and how to locate sources to best answer a research question;

**(b)** distinguishing among fact, opinion, and reasoned judgment in a source and identifying the author’s or authors’ perspectives and possible biases;

**(c)** identifying inherent biases in maps; and

**(d)** evaluating the credibility of a source by determining its relevance and intended use.

**(3)** The student shall demonstrate an understanding of developing claims by:

**(a)** formulating a claim based on evidence from primary and secondary sources in response to a question;

**(b)** supporting a claim using a variety of sources and perspectives;

**(c)** citing specific textual evidence to support analysis of primary and secondary sources; and

**(d)** using primary and secondary sources to analyze conflicting and diverse points of view on a certain topic.

**(4)** The student shall demonstrate an understanding of communicating and critiquing conclusions by:

**(a)** using applicable presentation technology to communicate research findings or other significant information; and

**(b)** creating maps, charts, infographics, or digital media that communicate research findings or other significant information.

**(5)** The student shall demonstrate an understanding of taking informed action by:

**(a)** describing 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;

**(b)** identifying their family and personal cultural identity, determining how they want to present themselves to the world, and brainstorming how to address negative perceptions; and

**(c)** explaining the challenges and opportunities people face when taking action to address problems.

[6.29.11.14 NMAC - Rp. 6.29.11.14, 12/14/2021]

**6.29.11.15 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR SEVENTH GRADE:**

**A.** **Civics.**

**(1)** The student shall demonstrate an understanding of civic and political institutions by:

**(a)** explaining the role of political decision-making process at the tribal, state, and local levels of government, including voting, upholding the constitution, petitioning public officials, and analyzing issues;

**(b)** describing the relationships of tribal, state, and local governments with the national government under the federal system, including tribal sovereignty, state constitutions, three branches of government, checks and balances, and the legislative process;

**(c)** comparing and contrasting global and historical government systems to the United States federal system; and

**(d)** examining how conflict over land, culture, and social class led to Mexican independence from Spain.

**(2)** The student shall demonstrate an understanding of processes, rules, and laws by:

**(a)** using figurative language to describe the relationship between a nation-state and its colonies;

**(b)** hypothesizing how the policies of the Spanish monarchy in New Spain interacted with other societies in the region; and

**(c)** evaluating New Mexico’s transition into a United States territorial government from the perspectives of the various groups residing in the territory at the time.

**(3)** The student shall demonstrate an understanding of civic dispositions and democratic principles by:

**(a)** describing the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities; and

**(b)** analyzing United States policies on expansion into the southwest, including how they reflected United States civic ideals of the time and conflicted with existing inhabitants of the region.

**B.** **Economics.**

**(1)** The student shall demonstrate an understanding of economic decision-making by:

**(a)** explaining how tribal, state, and local government agencies work to sustain resources in New Mexico;

**(b)** discussing New Mexico’s economic limitations, barriers to development, and successes;

**(c)** examining the pros and cons of economic development in New Mexico;

**(d)** demonstrating how early humans compete and cooperate to gather and use resources;

**(e)** demonstrating the impact of competition or cooperation as people gather and use resources;

**(f)** using 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;

**(g)** using primary sources to identify formal and informal actions that impacted local, tribal, and Spanish empirical economies during the Spanish colonial period; and

**(h)** identifying and summarizing the relationship between specialization and interdependence.

**(2)** The student shall demonstrate an understanding economic systems and models by:

**(a)** identifying activities that had an impact on territorial and indigenous economies; and

**(b)** investigating the correlation between the territorial and indigenous economies considering how they are impacted by federal policies.

**(3)** The student shall demonstrate an understanding of money and markets by:

**(a)** summarizing the relationship between specialization and interdependence;

**(b)** explaining barriers to trade and how those barriers influence trade among individual people and cultural groups;

**(c)** using and creating charts, graphs, and infographics to demonstrate connections between the economy of New Mexico and Mexico during the Mexican period;

**(d)** investigating the use of trade routes and systems to analyze the economic impact they had on New Mexico and those who traded with New Mexicans; and

**(e)** using and creating charts, graphs, and infographics to demonstrate the economy of territorial New Mexico from various perspectives, such as wealthy or poor people, or immigrant or indigenous people.

**(4)** The student shall demonstrate an understanding of the global economy by using and creating charts, graphs, and infographics to demonstrate connections between the economy of Spain and those of indigenous people.

**C.** **Geography.**

**(1)** The student shall demonstrate an understanding of geographic representations and reasoning by:

**(a)** constructing maps of New Mexico based on physical and cultural features using technology resources;

**(b)** explaining the physical and human characteristics of New Mexico, and using this knowledge to define the southwest region of the United States;

**(c)** selecting a province of New Mexico and researching its distinguishing characteristics;

**(d)** using paper and digital maps to ask and answer geographical questions about New Mexico and the southwest region;

**(e)** analyzing maps and charts from the Spanish colonial period to understand El Camino Real as a significant corridor for movement of people, goods, and ideas;

**(f)** comparing various maps or geographical data to describe how the movement of people influenced the division and control of resources; and

**(g)** analyzing 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.

**(2)** The student shall demonstrate an understanding of movement, population, and systems by:

**(a)** analyzing patterns of migration of early people as they settled across New Mexico and the southwest region;

**(b)** analyzing maps and charts about the age of exploration to understand the movement of people, goods, and ideas across the world;

**(c)** explaining the role of human movement in shaping societies in New Mexico in the past and present;

**(d)** analyzing maps and charts from the western expansion period to understand interactions between multiple cultural groups;

**(e)** analyzing land use patterns of Anglo-Americans during the American westward expansion period; and

**(f)** explaining examples of cultural diffusion into and out of New Mexico from the past and present.

**(3)** The student shall demonstrate an understanding of human-environmental interactions and sustainability by:

**(a)** describing factors affecting location of human activities, including land-use patterns for local, regional, and state communities;

**(b)** describing how environmental events affect human activities and resources;

**(c)** analyzing land use patterns of early humans in New Mexico and the southwest region;

**(d)** explaining how building technologies are designed to respond to the constraints and freedoms of the environment;

**(e)** explaining how early people adapted to the environment to develop sustainable agricultural practices;

**(f)** analyzing land use patterns of ancestral Pueblo, Mogollon, and Athabaskan peoples;

**(g)** connecting cultural adaptations of the Pueblo and Diné people to New Mexicans today;

**(h)** interpreting the cultural differences between Spaniards and indigenous peoples;

**(i)** explaining how differing perceptions of places, people, and resources affected events and conditions in New Mexico during the Spanish colonial period;

**(j)** evaluating practices of land usage and ownership between indigenous peoples and Spaniards; and

**(k)** analyzing land use patterns of Americans during the territorial period in New Mexico.

**D.** **History.**

**(1)** The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:

**(a)** making connections between the past and modern events from the local, territorial, state, or sovereign nations’ perspective and predict how the future may be impacted;

**(b)** explaining the importance of artifacts and oral histories in understanding how prehistoric people lived;

**(c)** describing the technical limitations of historians and archaeologists studying the distant past;

**(d)** identifying the housing and religious structures of both the Navajo and Apache;

**(e)** comparing and contrasting Athabascan technology, agricultural practices, and settlement patterns with those of the Pueblos;

**(f)** describing the interactions between the Spaniards and indigenous peoples;

**(g)** comparing and contrasting the revolts and resistance movements under Spanish rule;

**(h)** analyzing primary and secondary sources to explain what impact Mexican independence had on the area that would become New Mexico;

**(i)** generating an evidence-based argument that demonstrates how troubles between Texas and the government of Mexico impacted New Mexico;

**(j)** supporting a claim about the intent of the United States in its westward expansion;

**(k)** evaluating the significance of short- and long-range trails throughout the lands gained in the Mexican cession; and

**(l)** describing how cultures were challenged by the arrival of groups to New Mexico.

**(2)** The student shall demonstrate an understanding of causes and consequences by identifying the causes and consequences that gave rise to United States government policies impacting the territory of New Mexico.

**(3)** The student shall demonstrate an understanding of historical thinking by:

**(a)** explaining the use of artifacts in dating and understanding the lives of prehistoric peoples;

**(b)** describing the similarities and differences between nomadic and semi-nomadic lifestyles;

**(c)** discussing the importance of resource shortages on the lifestyles of the Mogollon and ancestral Puebloans;

**(d)** creating research questions about art or architecture of the Mogollon or the Pueblo ancestors;

**(e)** creating a model of Mogollon and Pueblo art or architecture;

**(f)** using primary and secondary sources to explain the political and religious motivations of Spaniards as they encounter the land and peoples of the Americas;

**(g)** comparing the patterns of exploration, destruction, and occupation of the Americas by Spaniards;

**(h)** citing textual evidence to interpret the factors that led to resistance and rebellion in Mexico during this time, and debate the aftermath;

**(i)** comparing historians’ interpretations of the reasons for the Texas-Santa Fe expedition;

**(j)** categorizing causes and consequences of the United States military invasion of Mexico; and

**(k)** comparing and contrasting primary and secondary sources in conjunction with modern-era events to explore the impact of land ownership throughout New Mexico history.

**(4)** The student shall demonstrate an understanding of critical consciousness and perspective by:

**(a)** Discussing, debating, or holding academic conversations about both positive and negative evidence of Spanish influence in New Mexico today; and

**(b)** using a variety of sources to contextualize and explain the impact of localized conflicts and other events throughout New Mexico.

**E.** **Ethnic, cultural, and identity standards.** The student shall demonstrate an understanding of diversity and identity by:

**(1)** analyzing how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, and culture of New Mexico;

**(2)** defining and explaining the present demographics of New Mexico;

**(3)** evaluating how society’s responses to different social identities lead to access or barriers for various demographic groups in relation to various societal institutions, including education, healthcare, government, and industry;

**(4)** identifying the key figures that have contributed to an individual culture and what those individuals accomplished;

**(5)** describing the relationship between the cultural heritage of key figures and their personal identity;

**(6)** describing what the student wants the world to see when their culture is on display and how to address negative perceptions;

**(7)** demonstrating how diversity includes the impact of unequal power relations on the development of group identities and cultures;

**(8)** brainstorming ways in which New Mexicans might heal from past and current injustices;

**(9)** describing key figures that have made significant contributions to an individual culture;

**(10)** exploring personal, familial, and societal cultures in the modern day;

**(11)** discussing how individuals want to be perceived when their culture is on display, and conclude how to address stereotypes;

**(12)** using primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups;

**(13)** identifying how stereotypes influence social perspectives about members of a group;

**(14)** developing a claim about the extent to which identity can be modified by personal choice or external forces; and

**(15)** identifying, exploring, and describing 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.

**F. Inquiry.**

**(1)** The student shall demonstrate an understanding of constructing compelling and supporting questions by:

**(a)** developing compelling (e.g. big idea) questions about a relevant topic of interest; and

**(b)** creating supporting questions from credible sources to expand upon the compelling question.

**(2)** The student shall demonstrate an understanding of gathering and evaluating sources by:

**(a)** identifying, locating, and gathering reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions;

**(b)** evaluating primary and secondary sources for fact, opinion, author’s bias, perspective of the creator, and relevance to the topic;

**(c)** analyzing various forms of media to identify polarizing language, logical fallacy, and reasonable judgment; and

**(d)** using a coherent system or structure to evaluate the credibility of a source by determining its relevance and intended use.

**(3)** The student shall demonstrate an understanding of developing claims by:

**(a)** using primary and secondary sources to develop an argument and cite specific textual evidence to support the claim; and

**(b)** making connections between current events, historical materials, and personal experience.

**(4)** The student shall demonstrate an understanding of communicating and critiquing conclusions by:

**(a)** presenting student-developed texts communicating thinking and understanding, including written text, oral presentation, visual representation, and multimedia; and

**(b)** engaging in academic discussions analyzing multiple viewpoints on public issues.

**(5)** The student shall demonstrate an understanding taking informed action by:

**(a)** examining the relationship between stereotypes, bias, and group identity;

**(b)** exploring opportunities to be an ally and describe ways in which stereotyping can be a barrier to acting as an ally; and

**(c)** engaging in positive civic behaviors to make decisions and take action in classrooms, schools, and communities.

[6.29.11.15 NMAC - Rp. 6.29.11.15, 12/14/2021]

**6.29.11.16 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR EIGHTH GRADE:**

**A.** **Civics.**

**(1)** The student shall demonstrate an understanding of civic and political institutions by:

**(a)** examining how challenges the government faced as a result of the articles of confederation resolved at the constitutional convention;

**(b)** making a claim to evaluate how individuals and groups addressed specific problems at various levels to form a new republic; and

**(c)** generating research questions about the nature of civil wars in general, and the role of border states or territories in the United States civil war specifically.

**(2)** The student shall demonstrate an understanding of processes, rules, and laws by:

**(a)** identifying policies of this era that define the relationship between federal, state, and tribal governments through treaties, court decisions, and land acquisition statutes;

**(b)** discussing the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression during the reconstruction era; and

**(c)** evaluating the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early United States history.

**(3)** The student shall demonstrate an understanding of civic dispositions and democratic principles by:

**(a)**  identifying parallels in language or intent (i.e. construct or content) between enlightenment philosophies and the ideas expressed in the declaration of independence; and

**(b)** citing specific examples of precedents established in the early republic that impact American lives today.

**(4)** The student shall demonstrate an understanding of roles and responsibilities of a civic life by investigating the causes and effects of diverse ideologies on politics, society, and culture that are associated with immigration and migration.

**B.** **Economics.**

**(1)** The student shall demonstrate an understanding of economic decision-making by:

**(a)** using maps and other primary sources to analyze the economic specializations of the 13 colonies; and

**(b)** identifying and explaining the economic, social, and cultural differences between the north and the south.

**(2)** The student shall demonstrate an understanding of incentives and choices by:

**(a)** comparing and contrasting the efforts of the American and British governments to gain the services of African Americans during the American revolutionary war;

**(b)** evaluating the incentives for supporting the British or American side from the perspective of enslaved and free African Americans before and during the American revolution; and

**(c)** analyzing the benefits and challenges associated with rapidly growing urban areas as a result of industrialization.

**(3)** The student shall demonstrate an understanding of economic systems and models by drawing diagrams or making models to illustrate significant contemporary economic theories and their connection to the European colonization of the western hemisphere.

**(4)** The student shall demonstrate an understanding of money and markets by:

**(a)** summarizing a significant economic warfare initiative of the civil war through creative expression; and

**(b)** explaining 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.

**C.** **Geography.**

**(1)** The student shall demonstrate an understanding of geographic representations and reasoning by:

**(a)** using 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;

**(b)** identifying 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;

**(c)** synthesizing information from two or more different types of maps to support a claim about the global context of colonization;

**(d)** using population, topographical, political maps, and supporting texts, to generate questions about why the proclamation line of 1763 was established; and

**(e)** developing a claim about how opinions regarding the proclamation line of 1763 might have varied depending on an individual’s occupation and geographic location.

**(2)** The student shall demonstrate an understanding of location, place, and region by:

**(a)** giving 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;

**(b)** defining a region by identifying its human and physical features; and

**(c)** using a topographic or climate map to create a geographic argument about how economic specialization developed in the 13 colonies based on natural resource availability.

**(3)** The student shall demonstrate an understanding of movement, population, and systems by:

**(a)** describing the causes of exploration and expansion into the Americas, by the Europeans during the 15th century;

**(b)** identifying 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; and

**(c)** identifying immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration.

**(4)** The student shall demonstrate an understanding of human-environmental interactions and sustainability by:

**(a)** explaining how human activities and physical processes influence change in ecosystems;

**(b)** engaging in academic discussion around how the ideas and belief systems related to land and resource use impacted the experiences of indigenous peoples and colonizers; and

**(c)** describing a human-created environmental concern related to western expansion, including different contemporary perspectives and other historical context from this period.

**D.** **History.**

**(1)** The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:

**(a)** identifying key explorers, places, and ideas from major European nations of the 15th century, and be able to describe their accomplishments;

**(b)** critically reading 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;

**(c)** comparing and contrasting indigenous peoples’ assimilation story with later immigrants’ stories;

**(d)** analyzing the development of the women’s suffrage movement over time and its legacy; and

**(e)** making personal connections to immigration stories and experiences in the past and present.

**(2)** The student shall demonstrate an understanding of causes and consequences by:

**(a)** using evidence from primary and secondary sources to compare and contrast the impacts of European colonization on indigenous populations;

**(b)** evaluating the effectiveness of Native American alliances during and after the American revolutionary war as a tool to support tribal sovereignty;

**(c)** using primary and secondary sources to evaluate an instructor-generated claim about the significance of the seven years’ war (French and Indian war);

**(d)** synthesizing text and non-text evidence to persuasively express a perspective on the events leading to the American revolution;

**(e)** analyzing the motivations and impacts of western expansion and the settlement of the United States;

**(f)** using graphic organizers to illustrate the causes and effects of the Mexican American war and its consequences on residents living in the “new” United States territories;

**(g)** using maps and other primary sources, such as the treaty of Guadalupe Hidalgo, to examine determination of geophysical and geopolitical boundaries between the United States and Mexico;

**(h)** using text evidence to support a claim about how conflicts over slavery led the north and south to war;

**(i)** generating research questions, brainstorming sources, and gathering evidence to evaluate a claim about the significance of the battle of Glorieta Pass in the western campaign of the American civil war, also known as “la guerra civil Estadounidense”; and

**(j)** using examples to support an argument about the importance of science and technology during the civil war period.

**(3)** The student shall demonstrate an understanding of historical thinking by:

**(a)** drawing a diagram or making a model to illustrate a non-text method an indigenous person or group of indigenous people have employed to record and preserve their history; and

**(b)** comparing and contrasting the causes, demographics, and results of the American revolution with those of later revolutions inspired by the American revolution.

**(4)** The student shall demonstrate an understanding of critical consciousness and perspective by:

**(a)** supporting 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;

**(b)** discussing the interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations in the colonial period;

**(c)** describing why different people may have different perspectives of the same historical event; multiple interpretations should be considered to avoid historical linearity and inevitability; and

**(d)** examining both sides in debate or academic discussion of politics in response to immigration.

**(5)** The student shall demonstrate an understanding of power dynamics, leadership, and agency by:

**(a)** evaluating the efficacy of formal United States policies of expansion, their effects on sovereign tribal nations’ ability to self-govern, and indigenous resistance efforts to preserve tribal sovereignty;

**(b)** using primary and secondary sources to examine how enslaved people adapted within and resisted their captivity;

**(c)** describing 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; and

**(d)** using data to describe demographic shifts as a consequence of the civil war and reconstruction.

**E.** **Ethnic, cultural, and identity standards.**

**(1)** The student shall demonstrate an understanding of diversity and identity by examining 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.

**(2)** The student shall demonstrate an understanding of identity in history by:

**(a)** developing research questions about the role of religion in the 13 colonies and its impact on nascent American identity, also known as “identidad Estadounidense,” and hypothesize how gender roles were impacted by the role of religion in the 13 colonies;

**(b)** using primary source texts and artifacts as evidence to describe daily life in the 13 colonies by featuring individuals with diverse identities and different perspectives;

**(c)** generating historically relevant questions and hypothesize sources needed to make an argument about diverse individuals’ ability to participate in the war effort for either side;

**(d)** supporting a claim about the influence of diverse ideologies on politics, society, and culture in early United States history;

**(e)** describing immigrant and emigrant groups according to gender composition and developing a claim regarding the impact that gender proportionality or disproportionality had on immigrant or emigrant community’s culture;

**(f)** identifying and correcting misconceptions about the emancipation proclamation;

**(g)** using primary and secondary sources to make an argument about the impact of the western campaign on indigenous peoples; and

**(h)** using an artistic medium or multimedia project to describe the contemporary and current significance of Juneteenth.

**(3)** The student shall demonstrate an understanding of community equity building by:

**(a)** analyzing a variety of art media to create an argument about the development of American national identity; and

**(b)** developing a claim to illustrate how an event of the sectionalism and reform era helps modern students understand current issues and events.

**F. Inquiry.**

**(1)** The student shall demonstrate an understanding of constructing compelling and supporting questions by:

**(a)** developing compelling (e.g. big idea) questions about a relevant topic of interest; and

**(b)** creating supporting questions from credible sources to expand upon the compelling question.

**(2)** The student shall demonstrate an understanding of gathering and evaluating sources by:

**(a)**  identifying, locating, and gathering reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions;

**(b)** evaluating primary and secondary sources for the author’s bias, perspective of the creator, and relevance to the topic;

**(c)** identifying inherent bias in maps and analyze how they impact cultural memory; and

**(d)** using a coherent system or structure to evaluate the credibility of a source by determining its relevance and intended use.

**(3)** The student shall demonstrate an understanding of developing claims by:

**(a)** categorizing and sequencing significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers;

**(b)** formulating a claim based on evidence from primary and secondary sources in response to a question;

**(c)** citing specific textual evidence to support analysis of primary and secondary sources;

**(d)** using primary and secondary sources to analyze conflicting and diverse points of views on a certain topic;

**(e)** making connections between current events, historical materials, and personal experience; and

**(f)** examining how and why diverse groups have been denied equality and opportunity, both institutionally and informally.

**(4)** The student shall demonstrate an understanding of communicating and critiquing conclusions by:

**(a)** engaging in discussion, debate, or academic conversation analyzing multiple viewpoints on public issues;

**(b)** creating maps, charts, infographics, or other visual media that communicate research findings or other significant information digitally or on paper;

**(c)** developing informational texts, including analyses of historical and current events;

**(d)** creating historical fiction texts that accurately portray historical people, places, events, and ideologies of the time to examine history from the perspective of the participants;

**(e)** using applicable presentation technology to communicate research findings or other significant information; and

**(f)** conducting a research project to answer a self-generated question of historical significance, and applying 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.

**(5)** The student shall demonstrate an understanding of taking informed action by:

**(a)** describing 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;

**(b)** identifying facets of personal identity, determining how the student wants to present themselves to the world as a person belonging to an identity group, and brainstorming how to address negative perceptions.

**(c)** describing 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;

**(d)** explaining the challenges and opportunities people face when taking action to address problems, including predicting possible results; and

**(e)** synthesizing historical and local knowledge to take age-appropriate action toward mending, healing, and transforming the future.

[6.29.11.16 NMAC - Rp. 6.29.11.16, 12/14/2021]

**6.29.11.17 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL CIVICS:**

**A.** **Civics.**

**(1)** The student shall demonstrate an understanding of civic and political institutions by:

**(a)** distinguishing the powers and responsibilities of local, state, indigenous, national, and international civic and political institutions;

**(b)** developing claims about the purpose, processes, strengths, and weaknesses of the United States government;

**(c)** evaluating efforts to adapt and redesign the United States constitution and political institutions over time;

**(d)** analyzing the role of groups without formal decision-making power in influencing change in the United States government;

**(e)** evaluating multiple sources and cite evidence investigating the relationships between equality, equity, justice, freedom, and order in American constitutional democracy;

**(f)** investigating relationships among governments, civil societies, and economic markets;

**(g)** distinguishing historical and current types and systems of government in the United States and abroad.

**(h)** using data and evidence from multiple perspectives related to federal policy toward indigenous groups to develop an understanding of indigenous and United States government relations over time;

**(i)** evaluating the way America’s founding principles and constitutional structures have influenced initiatives and revisions to foreign policy over time; and

**(j)** researching multiple sources to think critically about how the United States should conduct itself in international relations.

**(2)** The student shall demonstrate an understanding of processes, rules, and laws by:

**(a)** evaluating procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved;

**(b)** evaluating sources to determine how people use and challenge local, state, national, and international laws, to address a variety of public issues;

**(c)** evaluating public policies in terms of intended and unintended outcomes and related consequences;

**(d)** analyzing historical, contemporary, and emerging means of changing societies, promoting the common good and protecting rights;

**(e)** evaluating the United States justice system over time and its impacts on policy, society, economics, and individual rights;

**(f)** explaining the unique features and processes of New Mexico’s constitution;

**(g)** evaluating the contributions of New Mexico’s diverse populations to its governmental structure and outcomes; and

**(h)** investigating challenges and opportunities within and between different government entities in New Mexico.

**(3)** The student shall demonstrate an understanding of civic dispositions and democratic principles by:

**(a)** analyzing the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights;

**(b)** analyzing civic virtues and principles, and the role of the people in creating good governance at various levels;

**(c)** applying civic dispositions and democratic principles when working with others;

**(d)** analyzing founding documents and their impact on national unity over time;

**(e)** evaluating the tensions between personal interests, different cultural groups, and civic responsibilities or the common good overtime.

**(4)** The student shall demonstrate an understanding of roles and responsibilities of a civic life by:

**(a)** participating in civil discourse to promote greater understanding around historical, contemporary, and future opportunities and obstacles;

**(b)** using historical data and evidence related to various actors’ interests and motivations to determine their influence on contemporary issues;

**(c)** evaluating how fundamental American principles have been interpreted over time and how they currently shape policy debates;

**(d)** developing strategies for evaluating multiple perspectives about current events, and policy issues;

**(e)** analyzing historic inequalities and evaluating proposed solutions to correct them;

**(f)** applying 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;

**(g)** evaluating sources and determining potential bias in the media and how that impacts government decision-making;

**(h)** evaluating the effects of diverse ideologies and the process of political socialization on oneself and society;

**(i)** analyzing rights and obligations of citizens in the United States;

**(j)** critiquing leadership strategies through past and present examples of change-makers;

**(k)** planning and demonstrating some ways in which an active citizen can effect change in the community, state, nation, or world;

**(l)** evaluating citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, indigenous, national, or international government; and

**(m)** taking informed action to improve the student’s community.

**B.** **Inquiry.**

**(1)** The student shall demonstrate an understanding of constructing compelling and supporting questions by:

**(a)** creating compelling questions representing key ideas within the disciplines; and

**(b)** developing supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.

**(2)** The student shall demonstrate an understanding of gathering and evaluating sources by:

**(a)** gathering 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; and

**(b)** evaluating the credibility of a source by examining how experts value the source.

**(3)** The student shall demonstrate an understanding of developing claims by:

**(a)** **i**dentifying evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence to revise or strengthen claims; and

**(b)** refining claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**(4)** The student shall demonstrate an understanding of communicating and critiquing conclusions by:

**(a)** constructing arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses;

**(b)** constructing 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;

**(c)** presenting 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, oral, and digital technologies; and

**(d)** critiquing the use of claims and evidence in arguments for credibility.

**(5)** The student shall demonstrate an understanding of taking informed action by:

**(a)** using 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; and

**(b)** applying a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.

[6.29.11.17 NMAC - Rp. 6.29.11.17, 12/14/2021]

**6.29.11.18 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL ECONOMICS:**

**A. High school economics.**

**(1)** The student shall demonstrate an understanding of economic decision-making by:

**(a)** applying understanding of economic concepts and systems to analyze decision-making and the interactions between consumers, businesses, governments, and societies;

**(b)** gathering and evaluating sources to explain the relationship between economic decisions and environmental consequences;

**(c)** using cost-benefit analysis or marginal analysis to evaluate an economic issue;

**(d)** evaluating how economic principles influence choices and can produce varied outcomes for different individuals or groups;

**(e)** explaining how and why people make choices to improve their economic well-being;

**(f)** evaluating the market value of income earned through wages and other activities associated with saving and investing;

**(g)** comparing the costs and benefits of saving, using credit, or making certain types of financial investments; and

**(h)** evaluating how and why individuals choose to accept risk, reduce risk, or transfer risk to others.

**(2)** The student shall demonstrate an understanding of economic systems and models by:

**(a)** analyzing the production, distribution, and consumption of goods and services;

**(b)** evaluating economic theories for their compatibility with democracy;

**(c)** comparing the advantages and disadvantages of major economic systems found around the world;

**(d)** critiquing inequalities that exist in economic systems;

**(e)** using economic data to evaluate the positive and negative aspects of American capitalism in relation to other economic systems;

**(f)** analyzing how national and global economic trends and policies impact the state and local economies in New Mexico;

**(g)** critiquing the impact of globalization on New Mexico and its citizens;

**(h)** evaluating the impact of environmental externalities on New Mexican communities; and

**(i)** evaluating opportunities for economic diversification that can significantly impact state and local conditions.

**(3)** The student shall demonstrate an understanding of money and markets by:

**(a)** explaining how buyers and sellers interact to create markets and market structures;

**(b)** evaluating how a variety of factors and conditions in a market determine price and the allocation of scarce goods and resources;

**(c)** evaluating the role played by competition in the market;

**(d)** evaluating the role of financial institutions in a market economy;

**(e)** analyzing the role of money in the economy;

**(f)** critiquing specific government policies or regulations initiated to improve market outcomes and the consequences, intended and unintended, experienced by individuals, businesses, communities, and states;

**(g)** generating possible explanations for a government role in markets when market inefficiencies exist;

**(h)** evaluating the causes and implications of market failures;

**(i)** explaining how governments establish the rules and institutions in which markets operate at the local, state, tribal, national, and international levels;

**(j)** using economic indicators and data to analyze the health of the national economy in relation to other countries;

**(k)** evaluating how fiscal and monetary policy choices have economic consequences for different stakeholders in a variety of economic conditions;

**(l)** evaluating foreign and domestic issues related to United States economic growth overtime; and

**(m)** explaining the effect of advancements in technology and training on economic growth and standards of living.

**(4)** The student shall demonstrate an understanding of global economy by:

**(a)** explaining how current globalization trends and policies affect economic growth, labor, markets, rights of citizens, the environment, and resource and income distribution in different nations;

**(b)** explaining how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations;

**(c)** evaluating how geography, demographics, industry structure, and the rules of economic institutions influence a nation's economic development;

**(d)** analyzing why a country might participate in global trade;

**(e)** connecting how trade agreements between nations have short- and long-term effects; and

**(f)** constructing an argument about how global interdependence impacts individuals, institutions, or societies based on documented evidence.

**B. Inquiry.**

**(1)** The student shall demonstrate an understanding of constructing compelling and supporting questions by:

**(a)** creating compelling questions representing key ideas within the disciplines; and

**(b)** developing supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.

**(2)** The student shall demonstrate an understanding of gathering and evaluating sources by:

**(a)** gathering 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; and

**(b)** evaluating the credibility of a source by examining how experts value the source.

**(3)** The student shall demonstrate an understanding of developing claims by:

**(a)** identifying evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence to revise or strengthen claims; and

**(b)** refining claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**(4)** The student shall demonstrate an understanding of communicating and critiquing conclusions by:

**(a)** constructing arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses;

**(b)** constructing 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;

**(c)** presenting 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, oral, and digital technologies; and

**(d)** critiquing the use of claims and evidence in arguments for credibility.

**(5)** The student shall demonstrate an understanding of taking informed action by:

**(a)** using 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; and

**(b)** applying a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.

[6.29.11.18 NMAC - Rp. 6.29.11.18, 12/14/2021]

**6.29.11.19 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL GEOGRAPHY:**

**A.** **High school geography.**

**(1)** The student shall demonstrate an understanding of geographic representations and reasoning by:

**(a)** analyzing and evaluating the characteristics, purposes, and uses of geographic tools, knowledge, and skills;

**(b)** creating maps to display and explain the spatial patterns of culture and environment;

**(c)** analyzing and interpreting geographic characteristics of cultures, economies, and political systems;

**(d)** interpreting geographic representations to evaluate and explain changes over time; and

**(e)** applying geographic knowledge and geospatial skills to interpret the past and present to make informed decisions.

**(2)** The student shall demonstrate an understanding of location, place, and religion by:

**(a)** analyzing and explaining the reciprocal relationship between physical and geographical locations, and the patterns and processes humans create within them;

**(b)** explaining and evaluating the process of place-making and the development of place-based identity; and

**(c)** identifying, defining, and explaining the distinguishing features of formal, functional, and perceptual regions.

**(3)** The student shall demonstrate an understanding of movement, population, and systems by:

**(a)** identifying, evaluating, and explaining the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scale;

**(b)** identifying, evaluating, and explaining the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, cultural practices, traits, language, artifacts, methods, technologies, and diseases across space and over time;

**(c)** describing, analyzing, and comparing how human systems, perceptions, and identities shape places and regions over time;

**(d)** analyzing and predicting how location, place, and region impact the evolution of human perspectives and identities;

**(e)** identifying, evaluating, and predicting how particular historical events and developments shape human processes and systems in a given place or region over time; and

**(f)** predicting 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.

**(4)** The student shall demonstrate an understanding of human-environmental interactions and sustainability by:

**(a)** making reasoned ethical judgements about people, places, events, phenomena, ideas, or developments, and determining appropriate ways to respond;

**(b)** analyzing shifting United States governmental environmental policies and regulations in response to changing human-environment interactions;

**(c)** evaluating the consequences of human-made and natural catastrophes on global trade, politics, and human migration;

**(d)** assessing the reciprocal relationships between physical environment and culture within local, national, and global scales;

**(e)** evaluating how economic globalization and the scarcity of resources contribute to conflict and cooperation within and among countries;

**(f)** analyzing how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control earth’s surface and resources; and

**(g)** assessing how social, economic, political, and environmental developments at global, national, regional, or local levels affect the sustainability of modern and traditional cultures.

**B.** **Inquiry.**

**(1)** The student shall demonstrate an understanding of constructing compelling and supporting questions by:

**(a)** creating compelling questions representing key ideas within the disciplines; and

**(b)** developing supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.

**(2)** The student shall demonstrate an understanding of gathering and evaluating sources by:

**(a)** gathering 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; and

**(b)** evaluating the credibility of a source by examining how experts value the source.

**(3)** The student shall demonstrate an understanding of developing claims by:

**(a)** identifying evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence to revise or strengthen claims; and

**(b)** refining claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**(4)** The student shall demonstrate an understanding of communicating and critiquing conclusions by:

**(a)** constructing arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses;

**(b)** constructing 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;

**(c)** presenting 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, oral, and digital technologies; and

**(d)** critiquing the use of claims and evidence in arguments for credibility.

**(5)** The student shall demonstrate an understanding of taking informed action by:

**(a)** using 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; and

**(b)** applying a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.

[6.29.11.19 NMAC - Rp. 6.29.11.19, 12/14/2021]

**6.29.11.20 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL NEW MEXICO HISTORY:**

**A.** **Civics.**

**(1)** The student shall demonstrate an understanding of civic and political institutions by comparing and contrasting the similarities and differences between the three branches of the federal and state governments.

**(2)** The student shall demonstrate an understanding of processes, rules, and laws by:

**(a)** analyzing the requirements for statehood; and

**(b)** debating whether or not New Mexico’s constitution supports bilingualism.

**(3)** The student shall demonstrate an understanding of civic dispositions and democratic principles by defining sovereignty, and distinguishing ways in which the different Native American tribes in New Mexico conduct governmental affairs.

**B.** **Economics.**

**(1)** The student shall demonstrate an understanding of economic decision-making by:

**(a)** discussing the sequence of events that led to the great depression and the implementation of new deal programs in New Mexico;

**(b)** illustrating the ways in which the movie and technology industries contribute to New Mexico’s economy;

**(c)** connecting the activities of the federal government in the state of New Mexico during the cold war and World War II, to New Mexico’s current economy; and

**(d)** identifying the main sources of income for tribes.

**(2)** The student shall demonstrate an understanding of incentives and choices by identifying what makes New Mexico a good location for the space industry.

**(3)** The student shall demonstrate an understanding of global economy by summarizing how the United States and Soviet Union emerged from World War II as superpowers, and articulating the difference between communism and capitalism.

**C.** **Geography.**

**(1)** The student shall demonstrate an understanding of location, place, and region by:

**(a)** identifying the military bases and weapons testing sites in New Mexico; and

**(b)** giving examples of the different types of sites and activities that would make people want to tour aspects of New Mexico.

**(2)** The student shall demonstrate an understanding of movement, population, and systems by summarizing the impacts that artists have had on New Mexico, and why so many artists choose to live in New Mexico.

**(3)** The student shall demonstrate an understanding of human-environmental interactions and sustainability by:

**(a)** examining the changes in the plains of New Mexico as irrigation and cattle ranches expand into the territory;

**(b)** analyzing the pros and cons of New Mexico’s role in the production of uranium fueled weapons built during the cold war; and

**(c)** analyzing how New Mexicans maintain an agricultural industry being that we are one of the driest states in the country.

**D.** **History.**

**(1)** The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:

**(a)** connecting various disputes that occur as a result of Article X being stricken from the treaty of Guadalupe Hidalgo;

**(b)** describing the introduction of the Chinese population into New Mexico;

**(c)** assessing the changes of the land and society initiated by the railroad system, along with the immigrant population it brought to the New Mexican territory;

**(d)** explaining how the Homestead Act of 1862 impacted the demographics of New Mexico;

**(e)** evaluating efforts from the people of New Mexico to become a state, and analyzing outside perspectives to the entrance of New Mexico as a state;

**(f)** interpreting data or evidence to conduct periodization of key events and contributions by key people to the events that occurred during the early 20th century; and

**(g)** demonstrating contextualization and interpretation of key events that took place within Native American communities during the civil rights era.

**(2)** The student shall demonstrate an understanding of causes and consequences by:

**(a)** examining the causes and effects of the civil war, and the battles that ensued within New Mexico;

**(b)** explaining how the Homestead Act of 1862 impacted the demographics of New Mexico;

**(c)** probing the beginnings of the Native American boarding school system, and the ramifications that it had on indigenous communities in New Mexico and abroad;

**(d)** analyzing the causes and effects of the dust bowl in New Mexico, and how it changed or eliminated communities in New Mexico;

**(e)** demonstrating ability to use relevant historical evidence to synthesize information regarding the impact of nuclear weapons on people around the world;

**(f)** demonstrating historical causation by using multiple perspectives to conduct historical analysis of the civil rights era in New Mexico.

**(3)** The student shall demonstrate an understanding of historical thinking by:

**(a)** determining why it was necessary for the United States to purchase the land acquired by the Gadsden purchase, instead of obtaining it by warfare;

**(b)** demonstrating 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;

**(c)** identifying the beginnings of the arms race between the Soviet Union and the United States;

**(d)** uncovering 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;

**(e)** using multiple perspectives to conduct historical analysis of how water management has changed over the centuries in New Mexico; and

**(f)** developing an argument showing the importance of preserving historical sites and New Mexico’s resources.

**(4)** The student shall demonstrate an understanding of critical consciousness and perspectives by:

**(a)** examining the different perspectives from the peoples of New Mexico, and the United States at the time of annexation;

**(b)** dissecting the treaty of Guadalupe Hidalgo, and evaluating how the different people of New Mexico were addressed and impacted by the document;

**(c)** determining the role of race and racism in the acts of land redistribution during the territorial period; and

**(d)** appraising the value of New Mexico’s historical sites to New Mexico’s culture.

**(5)** The student shall demonstrate an understanding of power dynamics, leadership, and agency by:

**(a)** examining 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;

**(b)** contextualizing 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 United States;

**(c)** contrasting the rights given to people that live within a territory versus a state;

**(d)** giving examples of how New Mexicans played an active role in military service during the Korean and Vietnam Wars;

**(e)** comparing organizations engaged in civil rights work; and

**(f)** demonstrating interpretation of critical changes in New Mexico’s segregation laws.

**E.** **Ethnic, cultural, and identity standards.** The student shall demonstrate an understanding of diversity and identity by demonstrating knowledge of their family history and cultural background and describing how their own identity is informed and shaped by their membership in multiple identity groups.

**F. Inquiry.**

**(1)** The student shall demonstrate an understanding of constructing compelling and supporting questions by:

**(a)** creating compelling questions representing key ideas within the disciplines; and

**(b)** developing supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.

**(2)** The student shall demonstrate an understanding of gathering and evaluating sources by:

**(a)** gathering 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; and

**(b)** evaluating the credibility of a source by examining how experts value the source.

**(3)** The student shall demonstrate an understanding of developing claims by:

**(a)** identifying evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence to revise or strengthen claims; and

**(b)** refining claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**(4)** The student shall demonstrate an understanding of communicating and critiquing conclusions by:

**(a)** constructing arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses;

**(b)** constructing 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;

**(c)** presenting 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, oral, and digital technologies; and

**(d)** critiquing the use of claims and evidence in arguments for credibility.

**(5)** The student shall demonstrate an understanding of taking informed action by:

**(a)** using 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; and

**(b)** applying a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.

[6.29.11.20 NMAC - Rp. 6.29.11.20, 12/14/2021]

**6.29.11.21 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL UNITED STATES HISTORY:**

**A.** **High school United States history.**

**(1)** The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:

**(a)** determining the importance and utility of rights versus responsibilities;

**(b)** determining the characteristics of a revolution and evaluate the American revolution as compared to the French and Haitian revolutions;

**(c)** examining the short- and long-term impact of settlers, pioneers, frontiersman, and homesteaders on the United States and on sovereign indigenous nations;

**(d)** analyzing the persistence of the “lost cause of the confederacy” narrative and its long term effects;

**(e)** evaluating whether the civil war was a “war to free the slaves,” and how successfully the war contributed to the liberation of enslaved people;

**(f)** evaluating the long-term consequences of the end of reconstruction and the rise of Jim Crow on formerly enslaved people and their descendants;

**(g)** comparing and contrasting global historical reconciliation and reparations efforts (Denazification, Australia Mabo Case/Terra Nullius) with reconstruction;

**(h)** examining immigration policy in the United States over time;

**(i)** evaluating what an efficient, equitable, and just economic system would look like in the United States;

**(j)** examining contemporary labor struggles and populist movements in the United States and around the world;

**(k)** exploring the short- and long-term effects of the Jim Crow era on African Americans in the north and the south;

**(l)** determining the effectiveness of post-colonial institutions in ameliorating the effects of colonial rule;

**(m)** examining the ethics of the suppression of civil liberties during times of conflict and war, past and present;

**(n)** analyzing the role of the United States in the world and the balance of foreign and domestic priorities;

**(o)** determining the utility or futility of war;

**(p)** exploring the ongoing conflict between traditionalism and modernity in American society today, making connections to the movements, ideas and experiences of the past;

**(q)** comparing and contrasting the conflict between traditionalism and modernity during this period with examples around the world, such as Weimar Germany;

**(r)** assessing the degree to which new deal programs have been maintained or dismantled over time;

**(s)** evaluating the impact of new deal programs and policies on diverse groups of people in America, including African Americans and indigenous peoples;

**(t)** determining the effectiveness of the United States government in averting and responding to similar economic disasters;

**(u)** analyzing the similarities, differences, and connections between the racial social order in the United States and Germany during this period;

**(v)** exploring the ethics of and arguments for and against the use of nuclear weapons, past and present;

**(w)** exploring the legacy of “othering” in the United States, including boarding schools, internment camps, and detention centers;

**(x)** examining the short- and long-term effects of CIA involvement in Latin America;

**(y)** analyzing the impact of red scare ideology on social movements and activists in the United States;

**(z)** researching and analyzing 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;

**(aa)** examining the evolution of McCarthyism from the red scare to COINTELPRO;

**(bb)** evaluating the influence of 1960s cultural and artistic movements from past to present day;

**(cc)** assessing the short- and long-term social and political impacts of conservatism in the United States on diverse groups of people;

**(dd)** examining the short- and long-term impacts of criminal justice policy implemented during the presidencies of Ronald Reagan and Bill Clinton;

**(ee)** examining the push-pull relationship between progressivism and conservatism in America over time;

**(ff)** evaluating whether the cold war definitively ended in 1991;

**(gg)** examining 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;

**(hh)** analyzing the current state and health of American democracy and creating an action plan to protect American democracy; and

**(ii)** examining anti-immigrant sentiment in the United States over time and the experiences of diverse immigrant groups, past and present.

**(2)** The student shall demonstrate an understanding of causes and consequences by:

**(a)** examining the course and consequences of the Columbian exchange;

**(b)** describing the evolution and short and long-term consequences of racialized labor and caste systems, such as encomienda and slavery in Spanish and Portuguese America;

**(c)** analyzing how various indigenous nations changed as a result of European settler colonialism;

**(d)** examining the involvement of indigenous nations in the colonial wars and evaluate the consequences for their societies;

**(e)** investigating the causes and effects of the revolutionary war on diverse groups of people in the United States;

**(f)** evaluating the social, political, and economic causes and effects of the system of racialized slavery and caste in the United States;

**(g)** evaluating the social, political, and economic causes and short- and long-term effects of United States territorial expansion;

**(h)** examining the ways in which the United States acquired new territories, including purchases, annexation, treaties, and war;

**(i)** explaining the importance of the transportation revolution of the 19th century;

**(j)** analyzing the effects of industrial growth throughout antebellum America;

**(k)** describing the role of slavery in the economies of the industrialized North and the agricultural south, explaining reasons for the rapid growth of slavery in southern states, the Caribbean islands, and South America after 1800, and analyzing how banks, insurance companies, and other institutions profited directly or indirectly from the slave trade and slave labor;

**(l)** analyzing critical policies and events leading to the civil war and connections among them;

**(m)** explaining how conflicts over slavery led the north and south to war;

**(n)** analyzing the short- and long-term effects of the end of the civil war and reconstruction period;

**(o)** explaining the various causes of the industrial revolution;

**(p)** making connections among the important consequences of the industrial revolution;

**(q)** analyzing social, political, and economic reasons groups migrated to and within the United States, including push and pull factors;

**(r)** analyzing the causes and course of the growing role of the United States in world affairs from the civil war to World War I;

**(s)** distinguishing between the long-term causes and triggering events that led the United States into World War I;

**(t)** explaining the course and significance of Woodrow Wilson’s wartime diplomacy, including his fourteen points, the league of nations, and the failure of the treaty of Versailles;

**(u)** assessing how new technology in transportation, communication, and finance impacted American society;

**(v)** describing the multiple causes and consequences of the global depression of the 1930s;

**(w)** assessing the impact and legacy of new deal relief, recovery, and reform programs;

**(x)** analyzing 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;

**(y)** explaining the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the holocaust;

**(z)** explaining 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;

**(aa)** assessing the social, political, and economic transformation of the United States during World War II.;

**(bb)** examining the factors that contributed to the cold war;

**(cc)** evaluating the policy of containment as a response by the United States to Soviet expansionist policies;

**(dd)** analyzing how United States foreign policy during the Cold War shaped conflicts in Asia and the Americas;

**(ee)** analyzing the roots of domestic communism and anti-communism in the 1950s, the origins and consequences of, and the resistance to McCarthyism;

**(ff)** researching and analyzing resistance to integration in white communities, protests to end segregation, and supreme court decisions on civil rights; and

**(gg)** analyzing how communist economic policies and United States-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.

**(3)** The student shall demonstrate an understanding of critical consciousness and perspectives by:

**(a)** explaining the ways that indigenous nations expressed and transmitted their beliefs and values;

**(b)** comparing and contrasting the different ways in which indigenous people have resisted, survived, and adapted to maintain their patterns of community life;

**(c)** comparing and contrasting the short- and long-term causes and effects of settler colonialism versus classic colonialism;

**(d)** examining diverse stories of adaptation and resistance to systems of oppression including colonialism and slavery;

**(e)** evaluating 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;

**(f)** analyzing the convergence of the expansion of colonialism through territorial acquisition and the expansion of chattel slavery in acquired territory;

**(g)** explaining the causes and effects of this convergence on diverse people within the territories, indigenous peoples, enslaved Africans, people on the borderlands, immigrants;

**(h)** exploring forms of resistance, adaptation and cultural preservation practiced by enslaved and colonized peoples during this period;

**(i)** assessing the impact of federal policy toward indigenous nations;

**(j)** exploring the similarities and differences between reform movements in the United States in the early to mid-19th century;

**(k)** identifying the ways in which diverse groups of people participated in the civil war, including women and African Americans;

**(l)** exploring African American economic, political, and sociocultural (educational, artistic, literary) responses to emancipation and reconstruction;

**(m)** identifying the ways in which gender and sexuality were changing and unchanged during the 19th century;

**(n)** evaluating the effects of the entry of women into the workforce after the civil war and analyze women’s political organizations;

**(o)** analyzing 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;

**(p)** examining the ways that the great migration changed America, exploring the ways that African Americans adapted and resisted;

**(q)** examining the ways in which art, journalism, literature, and cultural artifacts served as forms of resistance and contributed to the anti-imperialist movement;

**(r)** examining the legacy and evolution of turn of the century imperialism, including the short- and long-term effects in Latin America, Asia, and the Pacific;

**(s)** evaluating major reform movements and reformers during the progressive era;

**(t)** evaluating the inclusivity and exclusivity of progressive era reform movements;

**(u)** analyzing the campaign for, and the opposition to, women’s suffrage in the late 19th and early 20th centuries;

**(v)** analyzing the strategies of African Americans to achieve basic civil rights in the early 20th century;

**(w)** examining the role of colonial peoples, women, indigenous peoples and African Americans during World War I;

**(x)** exploring the arts, entrepreneurship, and philanthropy of the Harlem renaissance and its connections to the great migration;

**(y)** evaluating 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;

**(z)** examining the ways in which gender and sexuality norms changed and stayed the same in 1920s America;

**(aa)** examining the lives and experiences of Mexicans during the 1930s and the relationship of the United States to Mexico;

**(bb)** evaluating 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;

**(cc)** examining the ways in which gender roles changed and stayed the same for women during the war;

**(dd)** analyzing state-sponsored persecution and “othering” including anti-semitism and homophobia;

**(ee)** analyzing the impact of the Vietnam war on the Vietnamese people and on the United States;

**(ff)** exploring the impact of the cold war on indigenous peoples around the world;

**(gg)** comparing and contrasting the communist red scare with the lavender scare;

**(hh)** analyzing the origins, evolution, and goals of the African American civil rights movement and Black Power Movement;

**(ii)** analyzing 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;

**(jj)** evaluating the significance of the 1990 American Disability Act;

**(kk)** exploring the movement against police brutality;

**(ll)** examining the experiences and activism of the LGBTQIA+ community during this period, including the AIDS epidemic, social movements, resistance, and hate crimes;

**(mm)** creating an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans; and

**(nn)** evaluating the effects of the representation of diverse people in the United States government including race, gender, sexual orientation, and disability.

**(4)** The student shall demonstrate an understanding of power dynamics, leadership, and agency by:

**(a)** explaining the common elements of indigenous societies;

**(b)** analyzing facets of indigenous social, political, and economic organization;

**(c)** analyzing relationships between indigenous peoples and Spanish, English, French, and Dutch colonizers;

**(d)** examining the interactions between English colonizers and indigenous peoples in the 13 Colonies;

**(e)** describing the constitutional convention, the roles of specific individuals, and their conflicts and compromises;

**(f)** exploring the key ideals and principles outlined in the foundational documents of the United States;

**(g)** analyzing major factors that determined the outcome of the civil war;

**(h)** exploring the efforts of the federal government and African Americans to forge a new political and social order after emancipation;

**(i)** explaining what progressivism meant in the early 20th century through the ideas, actions, and experiences of progressive leaders;

**(j)** analyzing the governmental policies of the progressive period, determine which problems they were designed to solve, and assess long and short-term effectiveness;

**(k)** analyzing the role and conduct of the United States during the war;

**(l)** examining the conflict between traditionalism and modernity as manifested in the major political and economic events in the first two decades of the 20th century;

**(m)** summarizing the diplomatic and military policies on the war in Vietnam of Presidents Eisenhower, John F. Kennedy, Lyndon Johnson, and Richard Nixon;

**(n)** evaluating 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;

**(o)** analyzing the important policies and events that took place during the presidencies of John F. Kennedy, Lyndon Johnson, and Richard Nixon;

**(p)** analyzing the presidency of Ronald Reagan (1981–1989) and the rise of the conservative movement in American politics;

**(q)** analyzing some of the major technological and social trends and issues of the late 20th and early 21st centuries;

**(r)** evaluating the effectiveness of the federal government’s response to international terrorism in the 21st century;

**(s)** examining contemporary civil rights struggles;

**(t)** analyzing United States government policies to reduce climate disruption; and

**(u)** comparing and contrasting the response and plan of the United States government during the Covid-19 pandemic with the AIDS epidemic and the 1918 influenza.

**B.** **Inquiry.**

**(1)** The student shall demonstrate an understanding of constructing compelling and supporting questions by:

**(a)** creating compelling questions representing key ideas within the disciplines; and

**(b)** developing supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.

**(2)** The student shall demonstrate an understanding of gathering and evaluating sources by:

**(a)** gathering 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; and

**(b)** evaluating the credibility of a source by examining how experts value the source.

**(3)** The student shall demonstrate an understanding of developing claims by:

**(a)** identifying evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence to revise or strengthen claims; and

**(b)** refining claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**(4)** The student shall demonstrate an understanding of communicating and critiquing conclusions by:

**(a)** constructing arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses;

**(b)** constructing 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;

**(c)** presenting 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, oral, and digital technologies; and

**(d)** critiquing the use of claims and evidence in arguments for credibility.

**(5)** The student shall demonstrate an understanding of taking informed action by:

**(a)** using 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; and

**(b)** applying a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.

[6.29.11.21 NMAC - Rp. 6.29.11.21, 12/14/2021]

**6.29.11.22 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL WORLD HISTORY:**

**A.** **Civics.** The student shall demonstrate an understanding of roles and responsibilities of a civic life by:

**(1)** assessing options for individual and collective action to address local, regional, and global problems;

**(2)** applying a range of strategies and procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts; and

**(3)** evaluating methods people use to create, change, expand, or oppose systems of power or authority.

**B.** **Economics.**

**(1)** The student shall demonstrate an understanding of global economy by:

**(a)** evaluating the impact of global interconnectedness on international economic stability and growth; and

**(b)** analyzing how national and global economic trends and policies impact the state and local economies in New Mexico.

**C.** **Geography.**

**(1)** The student shall demonstrate an understanding of location, place, and region by analyzing and explaining the reciprocal relationship between physical and geographical locations, and the patterns and processes humans create within them.

**(2)** The student shall demonstrate an understanding of movement, population, and systems by identifying, evaluating, and explaining 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.

**(3)** The student shall demonstrate an understanding of human-environmental interactions and sustainability by assessing how social, economic, political, and environmental developments at global, national, regional, or local levels affect the sustainability of modern and traditional cultures.

**D.** **History.**

**(1)** The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:

**(a)** identifying significant transformative moments in world history, analyze the reasons behind their transformative nature, and explain how they continue to shape contemporary global interactions;

**(b)** tracing political, intellectual, religious, artistic, technological, economic, and social developments in historical periods, and within individual societies;

**(c)** identifying patterns of continuity and change over time in world history, focusing on patterns within and between historical eras;

**(d)** examining how historical events and developments were shaped by unique circumstances of time and place, and broader historical contexts; and

**(e)** identifying how individuals, groups, and events in New Mexico’s history that have influenced or were influenced by events in world history.

**(2)** The student shall demonstrate an understanding of causes and consequences by:

**(a)** identifying and evaluating multiple causes and effects of historical events within world history;

**(b)** distinguishing between long- and short-term causes in developing historical interpretations; and

**(c)** identifying contemporary global issues that influence or are influenced by New Mexicans.

**(3)** The student shall demonstrate an understanding of historical thinking by:

**(a)** analyzing and evaluating the values and limitations of primary and secondary sources of information, including digital, with attention to the source, its context, reliability, and usefulness;

**(b)** effectively using and integrating evidence from a variety of diverse sources to evaluate and develop historical claims; and

**(c)** synthesizing historical information to create new understandings.

**(4)** The student shall demonstrate an understanding of critical consciousness and perspectives by:

**(a)** using a variety of source materials to compare and contrast treatments of the same topic;

**(b)** examining historical events from the perspectives of diverse groups, including indigenous people, regional, racial, ethnic, class, and gender; and

**(c)** analyzing and evaluating multiple points of view to explain the ideas and actions of individuals and groups.

**(5)** The student shall demonstrate an understanding of power dynamics, leadership, and agency by:

**(a)** using 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;

**(b)** investigating cultural and historical developments within societies with attention to belief systems, ideologies, the arts, science, and technology; and

**(c)** analyzing the complex relationship between dominant cultures and minority groups throughout world history, including constructions of race, ethnicity, gender, nationality, class or religion, reactions, and long-term effects of oppression.

**E.** **Ethnic, cultural, and identity studies.** The student shall demonstrate an understanding of identity in history by:

**(1)** comparing and contrasting the various origins (including indigenous, forced, voluntary) of identity groups in world history;

**(2)** examining the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups; and

**(3)** examining the role colonization, assimilation, or syncretism plays in the evolution of cultural, ethnic, racial, and religious identities and language.

**F.** **Inquiry.**

**(1)** The student shall demonstrate an understanding of constructing compelling and supporting questions by creating compelling questions representing key ideas in world history.

**(2)** The student shall demonstrate an understanding of gathering and evaluating sources by:

**(a)** evaluating the credibility of sources from a range of media (print, internet, audio, visual) by examining origin, author, context, content, and corroborative value; and

**(b)** gathering relevant information from credible sources representing a wide range of views and noting inconsistencies in the information.

**(3)** The student shall demonstrate an understanding of developing claims by:

**(a)** developing claims and analyzing counterclaims about the significance of historical events using evidence that draws directly and substantively from multiple sources; and

**(b)** analyzing evidence to detect inconsistencies within the evidence to revise or strengthen claims.

**(4)** The student shall demonstrate an understanding of communicating and critiquing conclusions by presenting 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, digital documentary).

**(5)** The student shall demonstrate an understanding of taking informed action by:

**(a)** evaluating historical and contemporary sources of information relating to local, regional, and global problems and identifying challenges and opportunities faced by those trying to address these problems;

**(b)** assessing options for individual and collective action to address local, regional, and global problems; and

**(c)** applying a range of strategies and procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts.

[6.29.11.22 NMAC - Rp. 6.29.11.22, 12/14/2021]

**6.29.11.23 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL ETHNIC, CULTURAL, AND IDENTITY STUDIES:**

**A.** **Ethnic, cultural, and identity studies.**

**(1)** The student shall demonstrate an understanding of diversity and identity by:

**(a)** recognizing and valuing the student’s group identities without perceiving or treating others as inferior;

**(b)** identifying and analyzing cultural, differently abled, ethnic, gender, national, political, racial, and religious identities, and related perceptions and behaviors by society of these identities;

**(c)** identifying and exploring how current traditions, rites, and norms of identity groups have or are changing over time; and

**(d)** assessing 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.

**(2)** The student shall demonstrate an understanding of identity in history by:

**(a)** comparing and contrasting the various origins (including indigenous, forced, voluntary) of identity groups in the United States;

**(b)** examining the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups; and

**(c)** examining the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.

**(3)** The student shall demonstrate an understanding of community equity building by:

**(a)** examining historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group;

**(b)** investigating how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy; and

**(c)** evaluating the role of racial social constructs in the structures and functions of a 21st century American society.

**B.** **Inquiry.**

**(1)** The student shall demonstrate an understanding of constructing compelling and supporting questions by:

**(a)** creating compelling questions representing key ideas within the disciplines; and

**(b)** developing supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.

**(2)** The student shall demonstrate an understanding of gathering and evaluating sources by:

**(a)** gathering 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; and

**(b)** evaluating the credibility of a source by examining how experts value the source.

**(3)** The student shall demonstrate an understanding of developing claims by:

**(a)** identifying evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence to revise or strengthen claims; and

**(b)** refining claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**(4)** The student shall demonstrate an understanding of communicating and critiquing conclusions by:

**(a)** constructing arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses;

**(b)** constructing 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;

**(c)** presenting 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, oral, and digital technologies; and

**(d)** critiquing the use of claims and evidence in arguments for credibility.

**(5)** The student shall demonstrate an understanding of taking informed action by:

**(a)** using 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; and

**(b)** applying a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.

[6.29.11.23 NMAC - Rp. 6.29.11.23, 12/14/2021]

**HISTORY OF 6.29.11 NMAC: [RESERVED]**

6.29.11 NMAC, Social Studies, filed 6/30/2009, was repealed and replaced by 6.29.11 NMAC, Social Studies, effective 12/14/2021.